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ABSTRACT

This report describes the implementation of a training program designed to help Head Start teachers and assistants use the Responsive Model Head Start program in their classroom. Teachers trained at five locations in California with workshops and inservice training units, were required to study materials, videotape themselves with children, and mail the videotapes for critique. Experimental training programs for 1967-68, 1968-69, and 1969-70 are described in detail. The first year's experimental program focused on the implementation of the on-site training program. To measure teacher change a teacher rating scale was developed. The second year's experimental program focused on the introduction of Program Advisors (PAs) into the training program. Information collected in eight Head Start communities that implemented the Responsive Model during the 1968-69 school year is presented. The third year was a field test of the first year's training program. The procedure of having Laboratory staff members train PAs who in turn trained 10 teachers and their assistants was continued. Two assessment instruments were developed: the Responsive Self-Concept Test and the Responsive Achievement Test. Fourth year program objectives are listed and discussed. Workshop and inservice training units are outlined and related program materials, including a guide to using the Responsive Model Observation Schedule, are appended.
(Author/RH)

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SUMMARY

AN EXPERIMENTAL TRAINING PROGRAM

FOR

HEAD START TEACHERS AND ASSISTANTS

A report at the end of the
third year of a continuing
project.

By

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

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AN EXPERIMENTAL TRAINING PROGRAM

FOR

HEAD START TEACHERS AND ASSISTANTS

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SUMMARY

AN EXPERIMENTAL TRAINING PROGRAM

FOR

HEAD START TEACHERS AND ASSISTANTS

When Project Head Start was launched, an acute shortage of trained personnel existed. The only orientation available to Head Start teachers were eight-week workshops on college campuses which gave them an opportunity to become familar with early childhood techniques and materials.

In October, 1967, the Far West Laboratory for Educational Research and Development began developing an experimental inservice training program for Head Start teachers and assistants. The training program was designed to help them learn to use the Responsive Model Head Start program in their classrooms.

The Responsive Model was originally developed at the New Nursery School in Greeley, Colorado; it has since been expanded and revised by the Laboratory but the basic objectives and principles remain the same. The objectives are to help children maintain or develop a healthy self-concept and to develop their intellectual ability (i.e., ability to solve problems).

The Responsive Model learning environment satisfies the following conditions:

a. It permits the learner to explore freely.

b. It informs the learner immediately about the consequences of his actions.

c. It is self-pacing, with events occurring at a rate determined by the learner.

d. It permits the learner to make full use of his capacity for discovering relations of various kinds.

e. Its structure is such that the learner is likely to make a series of interconnected discoveries about the physical, cultural, or social world.

The activities within the environment are autotelic; that is, the activities are self-rewarding and do not depend upon rewards or punishments that are unrelated to the activity. Stating that learning activities should be self-rewarding does not imply that a child never receives praise. However, the child's essential satisfaction should come from the activity itself.

The Laboratory initially proposed to train 30 teachers and 30 assistants at five locations in California by providing them with (a) a four-day workshop before school started and (b) sixteen in-service training units during the school year.

The inservice training units are comprised of study materials and learning episodes.[1] The teachers would study the materials, videotape themselves using one of the learning episodes, and mail the videotape to the Laboratory where it would be viewed and critiqued. Upon return, the critique and tape would be reviewed by the teacher before going on to the next unit. During the first year, the training materials would be developed and 60 people would be trained. The next year, some of the teachers would be selected as Program Advisors

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[1] A learning episode is a brief description of how to use a toy, game, or other materials so as to help a child learn some specific skill or concept.

and work with the Laboratory to train more teachers and assistants (at the annual rate of 10 teachers and 10 assistants per advisor).

The proposal reasoned that if the program were as effective as an eight-week, on-campus training program, it would have several advantages:

1. The cost per trainee would be at least one-third less than on-campus training, probably dropping to half the cost.
2. All of the teachers and assistants at a center could be trained at the same time and in the same model program.
3. The potential existed for training large numbers of teachers and assistants.
4. The onsite inservice program would provide the basis for a sound training program, because the trainees could immediately practice the skills or concepts that they were learning.
5. By spreading the training out over a year's period of time, the program could have a greater impact on the teachers' behavior than a concentrated eight-week program.
6. Local people would be trained who could continue the program after the initial training by the Laboratory.

The Model Training Program

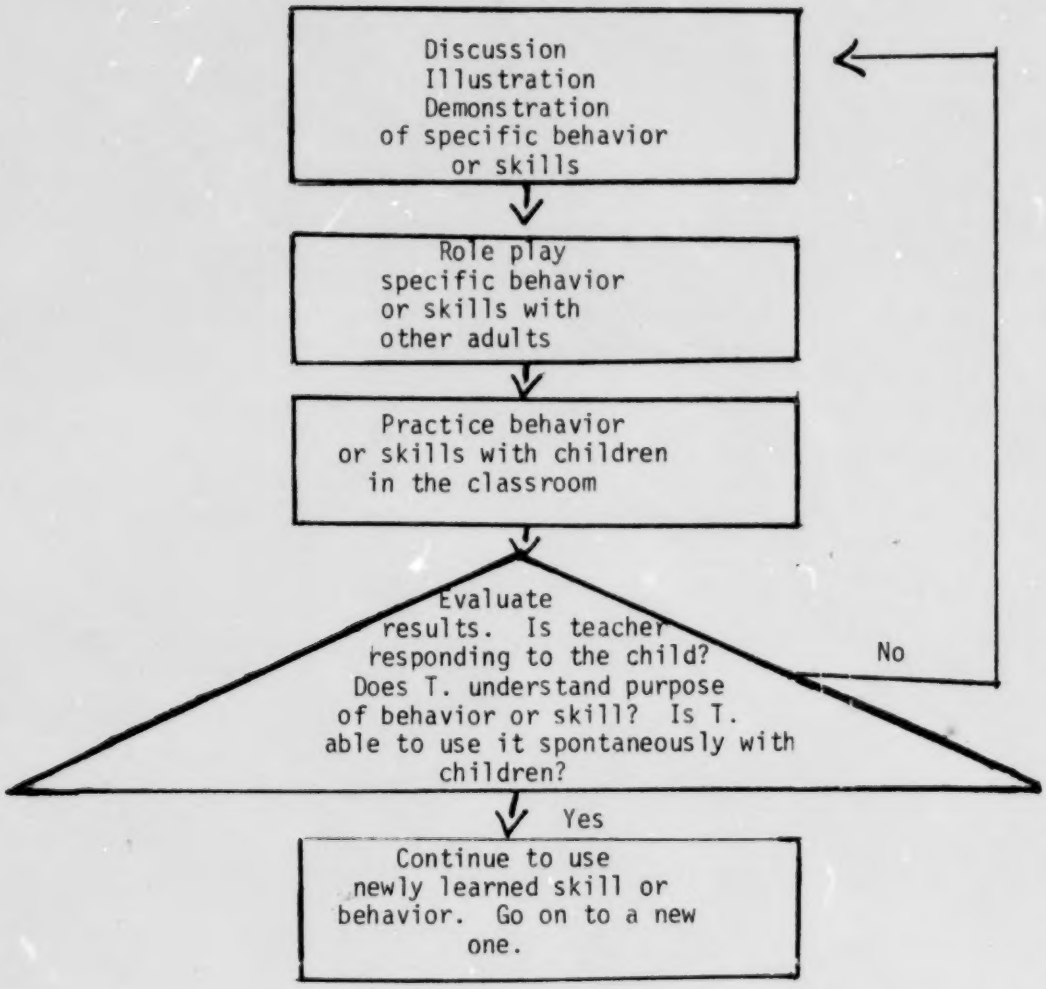
Beginning in the second year, the Laboratory did, indeed, select teachers to train as Program Advisors (P.A.'s) who, in turn, would

train ten teachers and ten assistant teachers. The model that has been developed has the following general characteristics.

The Laboratory staff conducts a two-week workshop for P.A.'s prior to the beginning of the school year. The P.A.'s return to their centers and each conducts a four-day workshop for teachers and assistants before the classes open for the children. Each week the P.A.'s conduct an inservice workshop for the teachers and assistants; each session is designed to introduce content, materials, and procedures to be used the following week in the classrooms. The basic procedure for the P.A.'s is to introduce the new content or the new skill by conducting a discussion, or by illustrating the skill with another teacher showing the behavior model (videotape is one method employed), or by demonstrating the use of the materials. The teachers and assistants then practice in their individual classrooms the following week, report back on the process, and either move on or repeat the operation. The flow chart on the following page illustrates the process.

The training materials for the teachers and assistants have been organized into three twelve-week cycles extending over one school year. Each cycle has eight inservice units, which are designed for approximately one week of training. Thus, during the twelve weeks, there is a provision for recycling the training when necessary or for adding other activities dealing with the non-classroom aspects of a Head Start program. The outline in Appendix A, covering the first twelve weeks of training, illustrates the approach. The outline is backed up with

SEQUENCE IN DEVELOPMENT OF TEACHER BEHAVIOR AND SKILLS



detail papers, The New Nursery School[2] book, and six pamphlets that includes sixty-four learning episodes. Appendix B provides one example of a learning episode. The program also uses 16 film clips in which teachers model the use of learning episodes, as well as videotapes of other classroom behaviors.

In addition to conducting the workshops, the P.A.'s spend at least three hours every three weeks in each teacher's classroom to observe, demonstrate, or join the teaching staff in working with the children. Finally, teachers are asked to videotape themselves using the learning episodes; on the playback the P.A.'s help them to analyze their tapes.

The P.A.'s return to the Laboratory for at least three additional weeks of training during the school year and receive some onsite training when the Laboratory's staff visits each center to observe and evaluate the effectiveness of the program.

The above description of the model inservice training program has been developed over a three-year period. At no time during the three years has the Laboratory staff had all the pieces in place and operating precisely as they are described. At the end of the current year, all of the components will be in operation and will have been tested in a number of communities.

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[2] Nimnicht, Glen P., McAfee, Oralie, Meier, John, The New Nursery School, General Learning Corporation, New York, N.Y., 1969

Evaluation

During the first year, the Laboratory concluded that one year of this kind of inservice training was as effective as an eight-week on-campus training program; however, the evidence for this conclusion is shaky.[3] The Laboratory also concluded that the program was not producing the desirable changes in the teachers' behavior. Some of the contributing factors were:

1. Administrative problems.
2. Lack of local support for the teachers in carrying out the program.
3. The need to provide additional motivation for teachers and assistants.

During the second year, the presence of the P.A.'s solved the second problem. Also, arrangements with local colleges and universities to offer credit for the inservice training provided additional motivation for the teachers and teaching assistants.

The administrative problems at the local level continue to affect the success of the training program. Furthermore, in some instances, the physical factilities were so inadequate that the training program was markedly affected. Yet, according to ratings, the Laboratory obtained good results in changing the teachers' behavior. During the

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[3] The evidence is shaky because there were only eight teachers in the comparison group who took eight weeks of training at Colorado State College. This, however, illustrates one of the problems with the eight-week program. Out of twenty-five trainees, only eight classrooms were available where both the teacher and assistant had received training.

first year, the staff concluded that it had failed with 40% of the teachers, had moderate success with 35%, and had good success with 25%. During the second year, the staff concluded that it had failed with 6% of the teachers, had moderate success with 36% of the teachers and had good success with 24%; even more important, 35% were performing at a highly competent level in carrying out the model program. As stated previously, there were difficulties in obtaining reliable information so these conclusions are based on fairly crude approximations of behavior. However, the Laboratory feels comfortable with the conclusion that its training has made a significant difference in the behavior of at least 50% of the teachers and some difference in the behavior of most of the teachers. This level of accomplishment is satisfactory at the end of the first year of training; but a second year of training would be highly desirable (a) to help the teachers who were then performing at a satisfactory level to maintain their behaviors and (b) to increase the number of teachers who were performing at a satisfactory level.

The Laboratory tested the children during the second year to evaluate their achievement in the program. The average score of 42 was obtained on 761 children tested on the Preschool Inventory at the beginning of the year. At the end of the year, the average score was 60. Compared to the score of middle-class children on this test, a score of 42 falls below the 35th percentile and a score of 60 falls

at the 65th percentile. Although encouraging, these test results were not completely satisfactory. The PSI measures only development of cognitive skills and concepts and has its limitations. Consequently, during the third year, the Laboratory began developing two tests, the Responsive Self-Concept Test and the Responsive Achievement Test. These tests are still in the preliminary stage of development, but a preliminary test with a small sample of children gave promising results. However, the correlations between the PSI and the Responsive Tests were so high that there was no reason to continue development of the latter except for two sub-tests on communications and problem-solving which are being expanded and revised to be used with the PSI.

The staff also turned attention to the development of an observation schedule that would give better evidence of the changes in the classrooms and in the teachers' behavior. Until the observation schedule is improved, the staff is still handicapped by having to use, primarily, the informed judgment of trained observers for basic information on changes in teacher behavior.

During the third year, the Laboratory tested only a small sample of children in three centers using the PSI and the preliminary form of the Responsive Achievement Test. The end-of-the-year scores on the PSI were lower (52 compared to 60) when compared to scores of all the Head Start children tested the previous year; but when compared to children who attended the same centers the previous year there was only four points difference in the average scores.

Estimates of success in the third year are based on an analysis of the observation schedule guides and the observers' notes. The interrater reliability of the observer (the amount of agreement among observers) has not been determined but inspection of their reports indicates it is not high. The staff has analyzed the behaviors and observations of eighteen teachers who had been observed by the same four observers both at the beginning and at the end of the year. From observations in all of the classrooms, it is apparent that changes in specific behaviors did occur in the desired direction and that success with individual teachers was consistent with the previous year.

During the fourth year (1970-71), the main field testing will continue and operational testing[4] of the training program will begin. The major evaluation tasks will be to obtain better data on the changes in teachers' behavior and relate these to the achievement of the children in the program. If the operational testing is successful, the program should be ready for general dissemination by September 1971.

The tables that follow summarize the development of the program over the past three years and project it into the current year.

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[4] The Laboratory's multi-step field test cycle concludes with the so-called operational field test phase. If a product or process is shown to be effective under "normal" use conditions with a significantly large sample, a decision is made to release the completed item or system for national installation.

Table 1 covers the development of the training program. Table 2 covers the development of materials to support the training program and Table 3 summarizes the evaluation. In Table 4, the cost of the program for each year is broken down into cost per person trained. These costs include all of the costs of development and evaluation. Probably the cost will not drop lower than the $865 for this year unless there is a reduction in the amount of effort going into development and evaluation. However, this cost is considerably below the cost of an eight-week training program on campus,[5] and local agencies are willing to pick up some of the expenses. When the Laboratory decides that it has reached the point of dissemination for the program, the local agency will be paying for the major portion of the training.

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[5] Figures on average costs are not available but at one center it was approximately $1,700 per trainee.

TABLE 1

DEVELOPMENT OF TRAINING

1967-1968	1968-1969	1969-1970	1970-1971
The Laboratory staff worked directly with teachers and assistants. The teachers and assistants received: a four-day workshop at the beginning of the school year; a two-day workshop at the end; sixteen in-service training units. The Laboratory staff viewed and critiqued videotapes that teachers made of their own teaching.	The Laboratory staff trained Program Advisors* who in turn trained 10 to 15 teachers and the same number of assistants. The P.A.'s worked with the teachers in the classroom, conducted weekly workshops, viewed and critiqued videotapes that the teachers made. The teachers received learning materials from the Laboratory.	The Laboratory staff trained Program Advisors* who in turn trained 10 to 12 teachers and the same number of assistants. The P.A.'s worked with the teachers in the classroom, and conducted weekly workshops. Only a few P.A.'s had equipment to view and critique videotapes of the teachers' classroom behavior. Some of the teachers received a second year of training. The teachers received training materials from the Laboratory. The training for the teachers and assistants was expanded to include some assistance to improve parent participation in the program.	Same training* for P.A.'s and teachers and assistants. Additional program to improve parent participation. Initiated training for Parent Coordinators. Initiated meeting for Head Start Directors. Increased use of video equipment for inservice training of teachers at all locations.
	*P.A.'s had two weeks of training in the summer and three one-week sessions during the year.	*P.A.'s had two weeks of training in the summer and three one-week sessions during the year.	*Projected as of September, 1970.

TABLE 2

DEVELOPMENT OF MATERIALS

1967-1968	1968-1969	1969-1970	1970-1971
(1) 16 inservice training units including 64 learning episodes; 16 film clips, demonstrating the use of learning episodes; and general papers on such topics as classroom control and language development. (2) A thirty-minute film introducing the model program for children and a fifteen-minute film on concept formation.	(1) The Introductory film and Concept film. (2) The 16 film clips. (3) The general papers and learning episodes, revised and extended, and published in a book and six pamphlets.* (4) Additional guides for the teachers on curriculum planning, observing children, and increasing parent participation, etc. *The New Nursery School, Nimnicht, McAfee, and Meier, General Learning Corporation, 1969.	(1) The Introductory film and Concept film. (2) The 16 film clips. (3) The book and pamphlets. (4) Additional papers revising and extending the original concepts. (5) A guide that related the training of the P.A.'s to sequence of training for the teachers and assistants, utilizing the materials that had been developed. (6) A slide set for parents explaining the program.	(1) The Introductory film and Concept film. (2) The 16 film clips. (3) The book and pamphlets. (4) Revision of the training for P.A.'s and teachers into three cycles of training covering one year. (5) A parent participation program using a Toy Library. (6) A first draft of a training program for parent coordinators. (7) An information unit on the model program for children and the training of teachers.

TABLE 3 -- EVALUATION

1967-1968	1968-1969	1969-1970	1970-1971
Major objectives: (1) Test the materials that were being developed. (2) Compare effective on-site inservice training with an eight-week campus program. Results: (1) Materials were generally useful but needed revising. (2) Based on very limited evidence, the inservice program seemed to be as effective as the college-based training. (3) The attitude of the Administrator made a difference in the effectiveness of the training.	Major objectives: (1) Compare the effectiveness of the program with the first year. (2) Evaluate the effectiveness in relationship to the achievement of the children. Results: (1) The program was more effective but two years of training are desirable. (2) Administrative difficulties at the site and inadequate facilities had a negative effect on implementation of the program and on child achievement. (3) Achievement of the child was high according to implementation of the Responsive procedures by the teacher.	Major objectives: (1) Develop better instruments to evaluate the achievement of children. (2) Develop a better observation guide for observing classroom behavior. (3) P.A.'s evaluate training process and materials. Results: (1) Developed instruments to measure child achievement. (2) Developed and refined procedures for systematically observing. (3) Child achievement on PSI, on Responsive Test for small sample, and on Colored Shape Tests for all classes increased favorably. (4) P.A.'s evaluation of training process and materials. (5) Teachers' and teaching assistants' year-end survey responses on their implementation and reactions to the program were favorable. (6) Identification of areas for improvement.	Major objectives: (1) Compare the effects of two years of training on Program Advisors, teachers, and teaching assistants. (2) Check effectiveness of P.A.'s in performing responsibilities. (3) Check relationship of child achievement to program variables. (4) Relate change of teachers' effectiveness to degree of implementation of Responsive procedures. (5) Determine the necessary support from the Laboratory to implement the Responsive Model Head Start program.

TABLE 4

NUMBER OF PEOPLE TRAINED AND COST OF PROGRAM

	1967-68	1968-69	1969-70	1970-71
People Trained				
Program Advisors	-0-	8	20	29
Teachers	30	98	209	269
Assistants	30	100	209	269
Parent Coordinators	-0-	-0-	-0-	5
Source of information		Occasional Report #3 Head Start Date 68-69	Summary Statistics (corrected) Head Start Date 69-70	
Cost				
Grant to Laboratory	$67,660.99	$206,041.00	$266,578.00	$280,117.00
Local Cost	-0-	-0-	$105,000.00	$190,000.00
Total Cost	$67,660.99	$206,041.00	$371,578.00	$470,117.00
Cost per trainee				
Grant to Laboratory	$ 1,127.68	$ 1,040.61	$ 637.74	$ 515.86
Local Cost	$ -0-	-0-	$ 251.19	$ 349.90
Total cost per trainee	$ 1,127.68	$ 1,040.61	$ 888.93	$ 865.76

INTRODUCTION

The Problem

One of the critical elements in the success or failure of any educational undertaking is the training of teachers and their assistants.

Yet when the National Head Start Program began in 1965, not even a small nucleus of trained, experienced teachers could be found. There were scarcely enough individuals trained in early childhood education to direct the various projects let alone to teach or assist in them. The summer Head Start programs were staffed primarily by regular public school teachers who, in many instances, had little or no experience with young children, or with children from low-income homes, or with children from ethnic or racial minority groups. When the school-year Head Start program was initiated, even these teachers were not available.

Therefore, the Office of Economic Opportunity, having recognized the problem, funded a number of colleges and universities to conduct eight-week training programs. OEO also encouraged local Head Start programs to conduct inservice training for their personnel.

The eight-week programs were expensive.[1] Not everyone could attend because some trainees could not leave home for an eight-week period. Some teachers or assistants at a given Head Start center received training while others did not. Thus, it was difficult for the trainees to put their training into practical use when they returned to their classrooms. The eight weeks did not allow enough time to cover ade-

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[1] Figures are not available on all of the programs but at least one cost about $1,700 per trainee in 1966-67 school year.

quately all of the areas that were vital to development of successful Head Start programs. The eight-week workshops could not possibly train all the teachers and assistants who needed training.

Moreover, the inservice training conducted by the Head Start centers lacked form and continuity. The local staff did not have the time or diversity of talent needed to conduct their own inservice training. If they did obtain the services of excellent consultants who could conduct outstanding workshops, there was no structure for systematic follow-up. Also, the different consultants often presented different approaches which were more confusing than enlightening to the teachers.

Rationale for the Experimental Program

This state of affairs existed through 1967. Then the Far West Laboratory for Educational Research and Development proposed an alternative that offered some possible solutions to the problems.[2] The Laboratory's initial proposal offered to train 30 teachers and 30 assistants at five locations in California by providing them (a) with a four-day workshop before school started and then (b) with sixteen inservice training units during the school year.[1]

The teachers would study the materials; videotape themselves with children, using one of the learning episodes[3] that were included; and then mail the videotape to the Laboratory where it would be viewed, critiqued, and returned to the teacher. The teacher then would read the critique and review the tape before going on to the next unit.

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[2] Other groups who were involved with training Head Start teachers and assistants have also modified their eight-week training programs or have tried alternatives, but their efforts are beyond the scope of this report.

[3] A learning episode is a brief description of how to use a toy, game, or other materials to help a child learn a specific skill or concept.

During the first year, the training materials would be developed and 60 people would be trained. The next year, some of the teachers would be selected as Program Advisors to work with the Laboratory to train more teachers and assistants (at the rate of 12 teachers and 12 assistants each year).

The proposal reasoned that if the program were to prove as effective as an eight-week on-campus program, it would have several advantages:

1. The cost per trainee would be at least 1/3 less initially, probably dropping to 1/2 the cost of the on-campus training.
2. All of the teachers and assistants at a site could be trained at the same time, using the same model program.
3. The potential existed for training large numbers of teachers and assistants.
4. The onsite inservice training provides a sound basis for a successful program because the trainees could immediately practice the skills or concepts that they were learning.
5. By spreading the training out over a year's period of time, the program could have a greater impact on the teachers' behavior than could a concentrated eight-week program.
6. Since local people would be trained, they could, in turn, continue the program after the initial training by the Laboratory.

The cost per trainee obviously becomes an important factor. For if the onsite, inservice training is as equally efficient as that conducted on campuses, then more teachers can be trained for the same expenditure. The major costs of the eight-week summer programs were not the educational

expenses, but rather the expenses involved in supporting the trainees while they were undergoing training away from home.

Furthermore, training all of the teachers and assistants in the same model at the same time offers the obvious advantage that all the staff members can reinforce and help each other.

The onsite training provides the opportunity of setting up a model where the teachers and the assistants can see a demonstration or read about a particular procedure, try it in their classroom, receive feedback, and then either go on to the next sequence or try the same procedure again. (The technique involves seeing a model, then teaching and reteaching, following procedures that have proven to be effective in the experimental work both at Stanford University in microteaching and at the Far West Laboratory in developing self-contained Minicourses for inservice training of teachers.[4])

The idea for continuous training over a period of one full year grows out of the logic that over a short period of time (e.g., eight weeks) a training program can successfully change the behavior of teachers on only a very limited number of skills or attitudes. Otherwise, the training must become almost clinical, in the sense of providing in-depth experiences such as group therapy, if substantial changes in behavior are to occur. The problem with a clinical approach, of course, is that not enough clinicians are being trained to provide this kind of an experience.

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[4] See The Minicourse: A Microteaching Approach to Teacher Education, Borg, et al, Macmillan, 1970.

Another caution emerges from the need not to challenge at one time the whole structure of knowledge, beliefs, attitudes, skills, and habits that form the basis for a teacher's current behavior. Instead, one must introduce specific behaviors that the teacher can practice in a limited context under non-threatening circumstances. In other words, the trainer says to the teacher in effect, "Continue to behave as you always have, but when you do this specific activity, do it this way." Being provided with a number of experiences over a period of time, the teacher will presumably generalize from them and change her behavior in comparable settings without undergoing the dramatic experience of a major adjustment at any one time. The Laboratory took this basic approach in the experimental training program.

The final principle of the Laboratory's training program was that competence should be developed at the local level. As long as the local Head Start project was dependent upon some outside agency to train teachers and assistants, the local group could not develop and maintain an effective program.

Description of the Program for Children

The basic purpose of the Laboratory's Head Start proposal was to test a method of training teachers and assistants. But to accomplish this purpose, it was necessary to select a particular program for children that had a clearly-stated set of procedures and objectives. The program chosen was the one developed at the New Nursery School at Colorado State College in Greeley, Colorado. That project still continues, but the Laboratory has modified and expanded it into the

Responsive Model Head Start and Follow Through programs. The basic concepts and procedures, however, remain the same.

This model program for children is based upon the idea of an environment that is designed to respond to the learner and that contains only learning activities that are autotelic, i.e., the activities are self-rewarding and do not depend upon rewards or punishments that are unrelated to the activity. Stating that learning activities should be self-rewarding does not imply that a child never receives praise. However, the child's essential satisfaction should come from the activity.

The learning environment satisfies the following conditions:

a. It permits the learner to explore freely.

b. It informs the learner immediately about the consequences of his actions.

c. It is self-pacing, with events occurring at a rate determined by the learner.

d. It permits the learner to make full use of his capacity for discovering relations of various kinds.

e. Its structure is such that the learner is likely to make a series of interconnected discoveries about the physical, cultural, or social world.

As the children enter the classroom in the morning they are free to choose from a variety of activities such as painting, working puzzles, playing with manipulative toys, looking at books, listening to records or tapes, using the Language Master, and building with blocks. They can

stay with an activity as long as they like or they can move on to something else whenever and as often as they like. As the day progresses, small groups will play games with the teacher or assistants (learning episodes) and others will ask to be read to. During the day, the teacher and assistants are engaged in reading to the children, playing games with them, and responding to their spontaneous activities. All these experiences are provided as the "building blocks" for instruction in specific skills and concepts. The teacher and assistants respond to the children rather than expecting the children to respond to them. Adult-initiated conversation is limited, but child-initiated conversation is encouraged.

About fifteen or twenty minutes a day are devoted to large-group activities such as singing, listening to a story, engaging in "show and tell", or participating in a planned lesson. A child does not have to take part in large-group activities if he does not wish to, but he cannot continue in any activity that disturbs the group.

The program has two major objectives (a) to help children develop healthy self-concepts, and (b) to develop their intellectual ability.

A child has a healthy self-concept in relationship to learning and school if:

1. He likes himself and his people.
2. He believes that what he thinks, says, and does is relevant.
3. He believes that he can be successful in school.
4. He believes that he can solve a variety of problems.
5. He has a realistic estimate of his own abilities and limitations.
6. He expresses feelings of pleasure and enjoyment.

The program contains some specific activities that are designed to help him develop or maintain a healthy self-concept. More important, however, are the procedures themselves that contribute to this development by responding to individual children. For example, the child is provided with experiences that insure success and with teachers who avoid negative comments that reflect on the child, his language, or his family.

As defined in this model, intellectual development means increasing the child's ability to solve problems. In order to accomplish this goal, the child gets help in the development of his senses and perceptions, of his language, and of his ability to form and use concepts.

THE FIRST YEAR'S EXPERIMENTAL PROGRAM (1967-1968)

Introduction

The first year's program was based upon the rationale that was presented earlier. The major objective was to introduce Head Start programs modeled after the New Nursery School. The Laboratory thus sought changes in the curriculum and in classroom procedures.

Procedures

The Head Start Regional Training Officers helped the Laboratory enter each community by recommending the training program to the local Head Start Director. The decision to become involved usually was made by the central Head Start Staff. In some instances teachers participated in this decision.

The training program began in 1967 with a one-week orientation session at the Laboratory for 30 teachers and 30 assistants chosen from six centers in California. (This group worked with approximately 450 children). At this session they were presented with (a) an overview of the procedures and objectives of the program for children and (b) an overview of the inservice course for teachers.

Subsequently every two weeks, for sixteen weeks, the teachers received a training unit which included four learning episodes, some general papers covering such topics as classroom control or the development of language, a film clip showing a model teacher using one of the learning episodes, and instructions for using the inservice unit. The

teacher was asked to read the material, practice using the episodes, then videotape herself using one of the episodes and view the tape. She then mailed the videotape to the Laboratory where evaluators viewed it and made recommendations to the teacher. The tape was then returned to the teacher so that she could read the comments and view the tape again. She was then ready to use the next training unit.

Evaluation

Since 1967 was the preliminary field test of the teacher training model, the plan was to make classroom observations prior to the beginning of the inservice program, to videotape observations at the conclusion of the school year, and to compare the behavior with a random sample selected from the teachers who were trained in the eight-week sessions at Colorado State College.

Because the funding was delayed until mid-October, and because the problems of initiating the program were numerous, some classrooms were not systematically observed until after January 1, 1968. It was no longer realistic to use the tapes of learning episodes at the conclusion of the year for the purpose of evaluating teacher behavior changes.

To obtain usuable videotapes of general classroom behavior, at least two cameras and three people in the classroom are necessary. Such an intrusion certainly would not provide a record that would reflect normal classroom behavior of teachers and children. As a

result, end-of-the-year observations of classrooms were made by using a rating scale that will be described later in this report.

Since the primary objective was to change teacher behavior in a desired direction, the staff did not attempt to measure the effect upon the children; instead the evaluation was focused on the effectiveness of the training program, the teachers' reactions to it, and changes in teachers' behavior. Information was obtained from classroom observations, interviews with the teachers, and questionnaires. The results are summarized under four general questions:

1. How satisfactory was the material that was included in the inservice units? Fifteen (54%) of the twenty-eight teachers and assistants who responded thought the learning episodes were of the right level of difficulty. Twelve (43%) thought the learning episodes were too easy, and only one thought they were too difficult.

   The respondents unanimously agreed that there was too much material for them to cope with during the one year. Eighty percent of the teachers and assistants believed that the program should cover a two-year period of time.

2. Was the training program conducted in a satisfactory way? Seventeen of the 28 teachers and assistants felt that the initial workshop was a major strength, while only three listed it as a major weakness.

Ninety percent of the teachers involved approved of the critiques of the videotapes. They especially profited from critiques that contained specific recommendations for improvement, and were disappointed when the critiques were merely complimentary. The key elements of these critiques were (a) specific praise for behaviors the model wished to reinforce, and (b) positive but specific corrections of behaviors the Laboratory staff wished to change and specific suggestions for behavior which was absent or needed encouragement. There were many practical difficulties incurred in moving the videotape recorders on schedule from one classroom to another and also in taping learning episodes when children and teachers had different agendas. However, great changes did occur in teacher language behaviors. It proved more difficult to modify other teacher behaviors, which could not be so carefully specified or viewed via tape. Teachers also had difficulty transferring a critique of one situation to a similar one.

3. How useful were the film clips?

   Twenty-four of the 26 respondents who responded reported that the film clips helped them to understand the learning episodes more fully.

4. What other variables affected the training program?

   The absence or presence of someone in the administrative structure who was interested enough in the program to assign reasonably high priority to it proved to be a critical factor; the lack of sufficient rewards or college credit affected the amount of

participation on the part of some teachers; the amount of teacher turnover was considerable (17% of the teachers and 27% of the assistants left the program for varying reasons).

In order to perceive changes in teacher behavior and curriculum, one must first understand what original observations of classrooms revealed and then perceive the model-developers' view of the teacher's successful arrival at the goals of the model.

Original observations of classrooms generally revealed:

1. Lack of knowledge of a basic framework of conceptual development, as illustrated by arts and crafts activities and largely unplanned free time resulting in many instances of disruptive behavior and authoritarian teacher attitudes.
2. Lack of expertise in the development of a curriculum or specific learning built around delineated concepts, as illustrated by children's inability to explore individually and by evidence of short attention spans. Many teacher-directed activities, such as large group singing, fingerplays, and art and craft activities, were observed.
3. Little understanding by teachers as to how young children learn. For example, teachers often did not recognize the need to start with a real object (such as an apple) before using models or pictures as symbols, or the need to provide many illustrations of a concept such as "between" to help the child understand it.

After making these observations, the staff began to develop a "Teacher Rating Scale" that showed the sequence of development through which a teacher could progress. The steps within this sequence could then be utilized as criteria for evaluating the effectiveness of the program. (See Table 1 for Teacher Rating Scale.)

According to this scheme of classifying teacher behavior, the Laboratory concluded that the program was a failure if the teacher did not advance beyond Level 1. Even though Level 1 teachers changed their behavior somewhat, the staff could not justify the cost, time, and effort of the program on the basis of such modest changes. If a teacher reached Level 2a or 2b, the program can be rated a moderate success for that teacher. Even though in this case a teacher has not made so great an improvement as hoped for and expected, she has begun to change her curriculum or procedures. If a teacher reaches Level 3, the staff feels confident in concluding that the program was successful with that teacher. Level 4 is obviously the goal toward which the training procedures are aimed.

In order to adequately observe teachers and evaluate their progress, an "Observation Schedule" was developed and is under constant revision. (Appendix C contains the schedule and directions for its use.)

Table II indicates changes in behavior by teachers in Year 1 (1967-68) compared with changes in teachers involved in the eight-week college-based program.

TABLE I

TEACHER RATING SCALE

Level 0 -- The starting point for most of the early childhood teachers. The teacher focuses on group activities (arts and crafts) for the major portion of the day with some time for free indoor or outdoor play. The children have no real choice among activities. There is no evidence that the free time is being used for developing language or concept formation.

Or

The teacher focuses on arts and crafts but the major portion of the day is spent with the children involved in unfocused individual activities with no evidence of any particular curriculum. The behavior of the teacher does not indicate that she has thought about the learning possibilites that exist in the various areas of the room. For example, she does not appear to be using the activity in the art area to teach the names of colors, shapes, texture, etc. The block area is not used for developing relational concepts such as longer and shorter. Materials, toys, and games in the room are constant with no evidence of the teacher laying out a particular toy or game to accomplish a specific objective.

There is little or no evidence that the teacher is consciously working to develop the child's use of language.

Limited Changes - Level 1

The teacher directly and consciously uses language that helps children develop their own language. (This is a logical first step in the in-service program because of the emphasis placed upon use of language

Table I Continued...

and language development in the learning episodes.) Frequent questioning of the children is observed. The teacher uses learning episodes during group time but indoor play remains the same as at the beginning of the year. Arts and crafts receive much emphasis and most activities the children engage in are planned activities in large groups. The remainder of the time the children do as they please with no evidence that the teacher or assistants are using the activities of the children to accomplish any specific educational objective. No learning episodes are in use with small groups of children.

Level 2 - A

In addition to the behaviors mentioned in Level 1, the teachers lays out materials to focus the attention of children on the desired learning experience. The teacher is usually but not necessarily, sensitive to opportunities for language development while these materials are being played with or looked over, i.e., the teacher describes the materials or what the children are doing. Occasionally she may question children but the main emphasis is the verbal information given by the teacher to the child. There are then two characteristics of this classification. The teacher carefully lays out materials related to some objective of a training unit, e.g., teaching children the names of colors. She is sensitive to opportunities to talk to the child about these materials.

Level 2 - B

In addition to the behaviors mentioned in Level 1, the teacher has started to use learning episodes during individual play. However, these episodes are often used in an inflexible, over-structured way. The teacher is not sensitive to when or how to use the episode during the time that children are choosing their own activities and often turns this into another large-group period.
This teacher often encourages or directs children to do certain things rather than letting them freely choose what they will do.

Level 3

This teacher uses learning episodes during group time and individual time. Indoor play is characterized by children engaging in a large variety of individual or small-group activities. The teacher takes a lot of care in laying out and in changing materials. She may occasionally encourage a child to engage in an activity but depends for the most part on intrinsic interest and attractiveness of materials to stimulate and hold the children's attention. The teacher is flexible about using episodes. She keeps them brief and enjoyable; if a child becomes bored during one of these learning sessions, he is not encouraged to continue.

Level 4

The teacher exhibits all of the characteristics of a Level 3 teacher and in addition is creating her own material and developing her own learning episodes.

TABLE II

FREQUENCY COMPARISONS OF BEGINNING-OF-THE-YEAR LEVELS OF TEACHER PERFORMANCE IN 1967-68 EXPERIMENTAL TRAINING PROGRAM WITH TEACHERS IN 8-WEEK TRAINING PROGRAM AT COLORADO STATE COLLEGE

Levels	Frequencies			
	Inservice		Eight-week Program	
	Pre	Post	Pre	Post
0	17	4	5	1
1	3	4		1
2a		4		1
2b		3		1
3		5		1
4		0		0
Totals	20	20	5	5

In accord with the criteria for evaluation, the Laboratory concluded that the inservice training program was a failure with eight teacher (40%), achieved moderate success with seven teachers (35%) and was successful with five teachers (25%). The eight-week program at Colorado State College was a failure with two teachers, achieved moderate success with two teachers, and was successful with one teacher. However, the number of teachers observed at Colorado State was so small that the comparison data are only suggestive. The reason such a small number of teachers in training at the college were observed was that, in a group of twenty-five trainees, there were only five classrooms where both the teacher and assistant had received training.

The inservice teachers' evaluation of the effectiveness of the training program appeared to be higher than the Laboratory's. The attitude of the majority of the teachers toward the program was positive. Eighty percent said they would like to continue for another year. Twenty-five of the 30 teachers said the program provided a "good balance between too much structure and too little structure".[5] Sixty-four percent said their language habits had changed greatly. Fifty-three percent said their discipline techniques had changed. Ninety percent said they spent much more time teaching basic concepts than before the program began. Fifty-three percent said they used at least one learning episode each day.

Table III shows the relationship of the number of learning-episode tapes that teachers submitted to the Laboratory for critiquing to the success or failure of the training.

TABLE III

THE RELATIONSHIP OF THE SUCCESS OR FAILURE OF THE PROGRAM TO THE NUMBER OF LEARNING EPISODES THAT THE TEACHER SUBMITTED FOR CRITIQUING

Classroom Ratings	Number of learning episodes submitted						
	1-2	3-4	5-6	7-8	9-10	11-12	13-14
Failure of training	3	3		2			
Success of training		1	4	3	1	2	2
	2	3	4	4	5	1	2	2	21

(X^2 = 8.97, $P < .05$, df = 2 (Kolmogorov - Smirnov 2 Sample Test))

[5] Five of the original thirty teachers (17%) dropped out of the program for one reason or another. Three resigned during the year, one dropped out of the program to attend an eight-week training session and one gave no explanation. Eight of the original thirty assistants (27%) dropped out of the program. Four resigned during the year, one expected to receive credit and when she found out that no credit was possible she quit, and three dropped out when their teachers dropped.

The Laboratory assumes that the teachers who spent the most time and effort on the program would achieve more than those who spent less time. The one indication of the effort the teacher made is the number of learning episodes she mailed to the Laboratory to be critiqued. However, this is only an indication because in some instances the teacher could not videotape because the equipment was not available. On the average, each teacher mailed in six learning episodes. As the above table shows, there was a significant relationship between the success or failure of the program with a teacher and the number of learning episodes that were critiqued for that teacher.

Another variable that seemed important was the amount of administrative support given to the teacher. Therefore, the centers were ranked according to the amount of interest and involvement in the program by some individual in a supervisory position. This was evidenced by:

1. cooperation in the movement of the videotape recorders;
2. encouragement of teacher to mail the tapes to the Laboratory for critiquing;
3. discussion of the program with the teacher.

As shown in Table IV, there was a significant relationship between the amount of administrative support that the teachers received and the success of the training program.

TABLE IV

THE RELATIONSHIP OF THE SUCCESS OF THE PROGRAM AND THE DEGREE OF ADMINISTRATIVE SUPPORT THE TEACHER RECEIVED

	(low) Rank-ordered Centers (high)					
Centers	1	2	3	4	5	6
Frequency of Teacher-Failure in the Program	2	2	3	1		
Frequency of Teacher-Success in the Program		1	2	3	4	3

(X^2 = 8.22 P< .05, df = 2 (Kolmogrov - Smirnov 2 Sample))

Conclusions and Implications

The Laboratory did not think that the training program was ready for field testing; a second preliminary test seemed to be required. However, the staff did think that, in terms of changing teachers' classroom behavior, this inservice program was as effective as, and probably more effective than, the eight-week college-based program at the New Nursery School at Colorado State College. Where a local person could and did take an active interest in the program, the results were better than in those centers where there was no administrative concern. The process of having videotapes critiqued was effective, but mailing the tapes to the Laboratory was expensive and cumbersome. Also videotapes provided an opportunity for each teacher to study her behavior in a carefully structured situation, but they did not provide direct assistance on general classroom procedures. Additional direct classroom observations are necessary to provide assistance with such problems as general classroom control, classroom activities, and working with assistants, parents, and volunteers.

At the end of the first year the Laboratory concluded that with implementation of the following recommendations during the following year, the results would be more positive:

1. If teachers helped make the decision to participate in the training program, their motivation to change classroom behaviors would be greater.
2. If all the teachers and assistants at a given location could be trained in the same approach at the same time,

they would reinforce each other. This had been an objective the first year, but some of the Head Start Directors made the decision to involve more centers in the training so that not all the teachers at each center were trained.

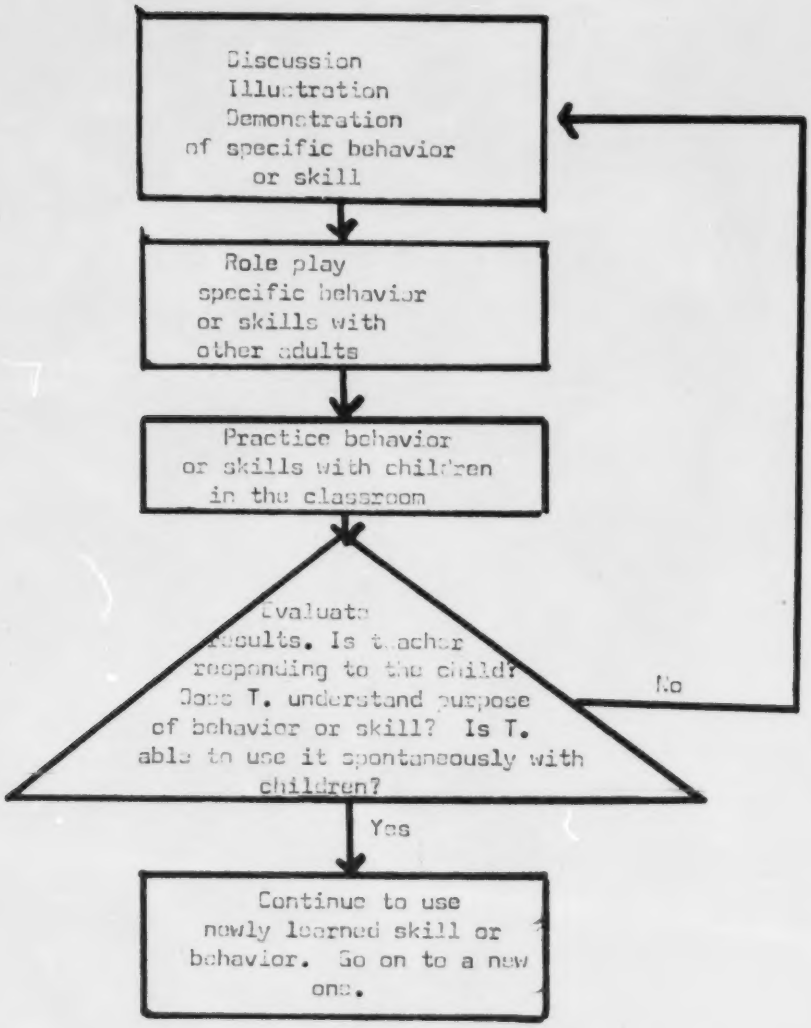
3. If there were more onsite support and encouragement from a trained person, more changes would occur in the behavior of the teachers. Also, that person could observe and critique more general classroom behaviors.
4. If there were onsite support and encouragement in the critiquing of tapes, and in the movement and use of the V.T.R. (videotape recorder) this cooperation would make the use of videotapes more efficient and productive.
5. If more of the materials were available at the beginning of the training program so that teachers and children could move at their own pace, teachers would have a more complete conception of the total focus of the model--from single learning episodes to more complex combinations of concepts and problem solving.
6. If materials were revised and simplified so that all adults involved in the program could readily understand them, all adults could participate more fully in the planning, procedures, and evaluation of their work.
7. If the training program were planned to encompass a two-year period of time, more adequate internalization of the model could occur.

8. If the teachers and assistants were offered credit for the in-service training, their motivation would be greater. The problem was not that the teachers were unwilling to participate without receiving college credit, but that most of them were under pressure to obtain more training to hold their positions. Thus, when the opportunity came to obtain credit for another course, they chose to do so.
9. If appropriate local administrative support could be developed, and more adequate facilities and materials for classroom use provided, the training would be more successful.
10. If a local trainer could provide regular workshops for teachers, including sequenced development of behaviors and skills (as detailed in the chart on the next page), the training would be more effective.

At the end of the first year, in cooperation with the New Nursery School staff who produced all the training material, the Laboratory had:

1. Sixteen inservice units that contained 64 learning episodes and papers on such topics as classroom control and the use of language with young children. (See Appendix A for a complete outline.)
2. Sixteen five- to ten-minute film clips demonstrating the use of learning episodes.

SEQUENCE IN DEVELOPMENT OF TEACHER BEHAVIOR AND SKILLS



All of these materials needed to be revised and reorganized. Some of them needed to be rewritten to make the content and the process more understandable to a majority of the teachers and assistants.

THE SECOND YEAR'S EXPERIMENTAL PROGRAM (1968-69)

Introduction

For the second preliminary test of the Model Training Program, the Laboratory contracted with eight Head Start agencies across the country to train 154 teachers and assistants. The recommendations from the year 1967-68 were integrated into the program.

The original plan was to select teachers who had been trained the first year to become trainers or Program Advisors (P.A.'s). This particular plan did not work out for a variety of reasons, but the concept of training Program Advisors who in turn would train teachers was carried out. This arrangement was consistent with the original rationale of developing a training system that had the potential of reaching large numbers of teachers and assistants. The use of local Program Advisors also offered a solution to some of the problems that had developed the first year by:

1. providing constant support to the teachers;
2. providing someone who could assist the teachers in changing their general classroom behavior;
3. providing someone onsite to critique the videotapes; and
4. providing someone to conduct weekly workshops.

The job description of the Program Advisor was defined as follows:

> The Program Advisor will be responsible for ten classrooms and for the training of ten teachers and ten assistants in these classrooms. The Program Advisor will visit each classroom at least one-half a day every two weeks to observe, demonstrate, or teach along with the teacher and

the assistant. The Program Advisor will arrange to have the videotape recorder moved from classroom to classroom and to critique the videotapes made by the teachers and assistants. The Program Advisor will assist the Laboratory in making observations of the teacher, testing the children, and collecting other information for evaluation.

The Laboratory's staff, with the help of the Program Advisor, arranged with colleges and universities to offer credit for the inservice training. The negotiations started in the summer but some were not completed until January. The most common arrangement was for six semester units of extension course credit for the year's inservice training. Agreements were worked out with Millard Filmore College of the State University of New York, Buffalo; Mars Hill College, Asheville; East Carolina University, Greenville; St. Scholastica College, Duluth; California State, Fullerton; Fresno State; San Francisco State; Sacramento State; University of Washington, Seattle; University of Puget Sound, Puget Sound; University of New Mexico, Albuquerque; Utah University, Salt Lake City; and Arizona State University, Phoenix.

The content of the model for children remained the same, although some procedures for its implementation were changed. All communities invited the Laboratory's presence for this second preliminary test but only some teachers were given the opportunity to choose whether or not to be involved. In most instances, all teachers and assistants at a given site were trained. The bi-weekly units were revised, reorganized, and expanded into a book and six pamphlets ("The New Nursery School", New York: General Learning Corp., 1969). Pre-publication mimeographed copies were distributed to all participating teachers.

Procedures

The P.A.'s were faced with several areas of concern which influenced their general procedures in the field as well as the specifics of their weekly workshop sessions with teachers:

1. Helping teachers with the classroom program; the content and procedures as outlined in the model curriculum (see Introduction and Appendix A and "New Nursery School" text).
2. Helping teachers develop a positive physical situation which involved not only room arrangement, materials, and equipment, but also adequate planning, observation, and evaluation time with the assistant teacher and other involved or non-involved teachers in the same program.
3. Developing, or helping the teacher establish, positive relationships with persons of administrative capacities so that the basic needs of the program could be provided for as well as developing a wider understanding of the model.
4. Meeting the demands of an experimental program in providing the Laboratory with essential data for evaluation.

At this stage, the P.A.'s had only a general outline from the Laboratory regarding procedures in the presentation of the model to teachers. They usually followed the "New Nursery School" text, learning episodes, and position papers in mimeographed form; all teachers had been given copies. They generally began weekly workshop sessions with an overview of the training program and the

Responsive Model curriculum for children; then they proceeded gradually into concrete discussions, analyses, and demonstrations of how to set up an adequate responsive physical environment in the classroom. Many P.A.'s held workshops in different classrooms each week, and together with teachers set up good examples of the learning-center approach to classroom organization. From there, basic operational rules for each area of the room were discussed, with the emphasis on how to positively control children's behavior. P.A.'s presented guides for observing children and for using precise language behaviors. They involved teachers in discussions on planning, on learning episodes, and most importantly on the development of positive human relationships. Each objective of the Responsive Model was carefully dealt with.

The technique of sequencing the development of teacher behavior and skills[6] was used in most workshops by P.A.'s. Film clips of a model teacher demonstrating a learning episode were viewed and critiqued. Many learning episode materials, such as matrix and lotto games, sound and smell cylinders,"twister" games, etc., were constructed during workshop sessions as teachers needed these concrete materials in order to carry out the learnings described in the model.

Teachers needed much time and freedom to discuss and become comfortable with the very essence of the model. The model demanded:

1. freedom for children within a controlled environment;
2. adequate and cooperative planning between teacher and assistant;

[6] This sequencing of training materials has been revised twice. Appendix A is an example of it in the form being tested during the 1970-71 school year.

3. observation of children and recording behaviors as well as constant evaluation by both teacher and assistant;
4. the sequencing of development of individual learning episodes within each basic objective;
5. the combining of concepts and the development of problem-solving abilities in children as goals toward which all activities should aim.

Often the weekly workshop sessions included other vital community people who were interested in the new curriculum or the training program: kindergarten teachers, Head Start and preschool curriculum coordinators and resource teachers, project directors. These inclusions had a positive influence in explaining the model. Often, however, the large number of participants diluted the indepth consideration of specific problems by individual teachers and P.A.'s.

Problems

The introduction of the P.A.'s into the training program did not solve the problems with the V.T.R.'s. Their presence highlighted some problems that existed but that had not been noted the first year; and created some new problems.

The focus on the training of the P.A.'s, their classroom observations, and the weekly seminars detracted from the use of the videotape recorders as a training device. The original 1" Ampex recorders were too large to be moved easily and they were unreliable. So, in those centers that had Ampex recorders, the V.T.R.'s had little or no use in the training. In the centers that had the 1/2" Sony V.T.R.'s, much greater use was made of

them, but the Laboratory did not receive adequate information from the P.A.'s on their use in order to take this into account in the evaluation.

The P.A.'s also discoverd that other problems were far more pressing than critiquing videotapes. The teachers needed assistance with planning, classroom control, and working with the assistant, parents, and administrators before they were ready to practice using learning episodes and videotaping themselves.

The problem of parent participation was a persistent one. The Laboratory discovered that most programs had very little parent participation in the classroom except as paid assistants. Attendance at meetings was poor and there were no effective outreach programs. The teachers were, for the most part, insecure in their relationship with the parents, because they really did not know what they should be doing. The Laboratory broadened its training program for the P.A.'s to include parent participation but the problem remained constant.

One of the problems that was generated by the P.A.'s was their relationship to other central office personnel. Their role was not clearly understood by everyone. The training required so much of the teachers' time that other staff members found it difficult to schedule time to work with the teachers on other aspects of the program, such as health. Even though some of the P.A.'s were local people appointed by the Head Start Director, they felt more responsible to the Laboratory than to the Director, and their job description prevented the Director from assigning their time in the manner used for other staff members.

In short, the use of the P.A.'s demonstrated that the problems of developing a model inservice training program was far more complex than had been anticipated.

Evaluation

Despite the difficulties, positive changes did occur in teacher behavior, as reflected by ratings of their performance collected at the beginning and end of the 1968-69 school year. In order to obtain an indication of how well the training program compared with 1967-68, the 1968-69 teacher ratings were then compared with ratings of teachers made at the end of the previous year. (See Table V).

This evaluation for the first time also dealt with changes in the children's behavior. The latter evaluation revealed (a) an unsuccessful attempt to collect data on a child's self-concept development, and (b) objective test performance on the Preschool Inventory.

Variables dealing with physical facilities in the classroom and administrative difficulties encountered in each community were examined as they relate to teacher performance and test performance of the Head Start children.

Changes in Teacher Behavior

The staff is still having difficulty obtaining reliable data on the changes in teachers' behaviors during the training program. An observation schedule was developed to use on a pre-post basis; but after it was used in the fall of 1968, it became obvious that extensive

revision was necessary before it could be considered a reliable research tool. Some useful evaluative data were obtained by rating the teachers on the same general rating scale that was used during 1967-68. (See Table I, pages 15-17.)

As shown on the rating scale, six levels are defined to indicate the degree to which a teacher and her assistant have implemented the responsive model procedures.

Ratings of 2a or 2b suggest about the same degree of implementation. However, a 2a rating indicates that a major part of the model program in use is the "procedures" rather than the "content", while a 2b rating indicates the major implementation is in "content" rather than "procedures".

A random selection of teachers at five sites and all the teachers at two other sites were rated by Laboratory personnel in December and January, about four months after the 1968-69 school year began. Only one teacher was rated at site 2. At the end of the year, the same teachers were again rated, including all teachers at sites 2 and 4. These ratings are reported in Table V.

In 1967-68 it was decided that the training procedures had failed if a teacher performed at either Level 0 or 1, that they had been moderately successful if the teacher was at Level 2a or 2b, and that they had achieved success if the teacher performed at Levels 3 or 4. When these criteria are applied to the 1968-69 teacher ratings, even though the training program had been in operation three or four months before the first ratings were collected, the results are encouraging.

As shown in Table V, 52% of the teachers in December - January were rated 0 or 1, while at the end of the year only 6% were rated

TABLE V

FREQUENCY AND PERCENT OF HEAD START TEACHERS RATED AT MID AND END OF THE 1968-69 SCHOOL YEAR ON SIX PERFORMANCE LEVELS

SITE	Levels of Performance											
	Dec.-Jan. Ratings						May-June Ratings					
	0	1	2a	2b	3	4	0	1	2a	2b	3	4
1	1	1	1					1	1			1
2	1								3	4	4	1
3		1	3	4	3						3	8
4	4	3	2						2	1		8
5	1	2	1								3	
6	1	2								1	2	
7	1			1	2			1	3			
8	1	1	2					1	2	1		
TOTALS	10	10	9	5	5	0	0	3	11	7	12	18
%	26	26	23	13	13	0	0	6	22	14	24	35

at these levels; 36% were rated 2a or 2b compared to 36% at the end of the year; and 13% were rated 3 compared to 24% at the end of the year. Further, there were no teachers rated 4 in December - January. At the end of the year one-third of the teachers were rated at Level 4.

A comparison on 1968-69 year-end teacher ratings with 1967-68 year-end teacher ratings is also encouraging. (See Table VI).

In 1967-68 the staff concluded that the teacher training program had failed with eight teachers, or 40% of those rated. Applying the same criteria, the Laboratory failed with only 6% of the teachers in

TABLE VI

COMPARISON OF 1967-68 AND 1968-69 YEAR-END TEACHER RATINGS

YEAR		RATING LEVELS 0	1	2a	2b	3	4	TOTAL
1967-68	No.	4	4	4	3	5	0	20
	%	20	20	20	15	25	0	
1968-69	No.	0	3	11	7	12	18	51
	%	0	6	22	14	24	35	

1968-69. Further, at the end of the 1967-68 school year, 25% of the teachers were rated 3 and none was rated at Level 4. At the end of 1968-69, 24% were rated at Level 3 and 35% at Level 4.

From the data presented, it would be reasonable to conclude that the training program was successful. However, teacher ratings are not highly reliable indices of behavior. And although steps were taken to describe each level in objective terms and to train observers in pairs for increased consistency, the accuracy of the ratings is questionable for these reasons:

- The ratings overlapped. Some teachers were performing some behaviors in two or three levels and it was difficult to assign one level to reflect the total performance of that teacher.
- The ratings may reflect variables other than teaching performance. Two sites (3 and 4) account for the majority of the ratings at Levels 3 and 4. As will be discussed, the administrative and physical conditions at these two sites were more favorable than at most others.
- The ratings may reflect rater bias. Inspection of the end-of-the-year ratings in Table V combined with other information suggests that rater bias did exist. One observer made

all ratings at sites 5, 6, 7, and 8 while two other observers made the ratings at sites 3 and 4. There is an obvious difference in the range and proportion of ratings. From information on teaching performance obtained by other staff members after they visited and observed at these sites, there is evidence to indicate that the ratings at sites 3 and 4 are higher than they should be.

Assuming that rater bias did occur, when the results are analyzed only for sites 5, 6, 7, and 8, where only one person observed a random sample of teachers, Table VII is generated:

TABLE VII

FREQUENCY AND PERCENT OF HEAD START TEACHERS IN SITES 5, 6, 7 AND 8 RATED AT MID AND END OF THE 1968-69 YEAR ON SIX PERFORMANCE LEVELS

	Levels of Performance											
SITE	Dec.-Jan Ratings						May-June Ratings					
	0	1	2a	2b	3	4	0	1	2a	2b	3	4
5	1	2	1								3	
6	1	2								1	2	
7	1			1	2			1	3			
8	1	1	2					1	2	1		
TOTAL	4	5	3	1	2	0	0	2	5	2	5	0
%	27	33	20	7	13	0	0	14	36	14	36	0

In December and January 60% of the teachers were rated 0 or 1; 27% were rated 2a or 2b; and 13% were rated 3. At the end of the year, 14% were rated 0 or 1; 50% were rated at 2a or 2b; and 36% were rated 3.

Ratings at these four sites indicate that the training program was unsuccessful for two teachers (14%), was moderately successful for seven

teachers (50%) and achieved success with five teachers (36%). From these percentages it is also reasonable to conclude that the 1968-69 Head Start training program achieved moderate or good success with over 80% of the teachers at these four sites.

Yet the basic problem continued to exist. The Laboratory needed to devise a better way to document the changes that were taking place in teachers' behaviors. The staff, therefore, revised the classroom observation instrument for use at the end of the year. The revised instrument now provides useful information on methods of classroom control, the relationships of teachers to children in a learning situation, the extent of planning that is being done, and the adequacy of the physical facilities. The results obtained from the observation schedule are being used both to advise teachers on ways to improve their classroom procedures and also to describe the physical classroom and the behavior of the teachers at the time of the observation. The instrument will also be useful in obtaining more reliable and objective indices of changes in teachers' behavior.

Changes in the Child's Behavior

An attempt is still being made to develop some reliable instrument for determining a child's self-concept. At this time, however, the Laboratory has not developed a reliable instrument to use with children from three to six years of age.

To obtain a measure of the children's cognitive development, the Preschool Inventory (PSI) was administered on a pre-post basis to all

children in the Head Start program during the 1968-69 year.[7]

The PSI was developed for use with children from three to six years of age to give a measure of achievement in skills and concepts related to future success in school. The author, Bettye M. Caldwell, reports that the test is not culture free, but was designed to permit educators to highlight the degree to which a child might be entering school with a "disadvantage". The 85-item instrument yields three major factors plus a total score. The factor accounting for most variability in the test is called "Concept Activation." The "concepts" seem to be composed of ordinal or numerical relations and sensory attributes such as form, color, size, shape, and motion. The "activation" involves being able to call on established concepts to describe or compare "attributes," such as relating shapes to objects, or to "execute motorically some kind of spatial concept," such as a reproduction of geometric designs or drawing the human figure. The other two factors include Personal Social Responsiveness (knowledge about the child's own personal world) and Associative Vocabulary (the ability to demonstrate awareness of the connotation of a word by carrying out an action).

Test reliability reported in the PSI manual is scant. A reliability correlation of .95 (a split-half corrected using the Spearman-Brown formula) was obtained for the shortened version using scores made by the standardization sample of 171 children.

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[7] Caldwell, Bettye M., "The Preschool Inventory, Directions for Administering and Scoring", Cooperative Test Division - Educational Testing Service, Princeton, N. J., 1967.

A definite limitation of the Preschool Inventory is its less than adequate norms. For example, the norms for three-and-a-half to four-year-olds rest on only 31 cases.

As was mentioned, the PSI was administered as close to the beginning of the year as was possible and again at the end of the year as a posttest. Since it was not financially feasible to hire testers at each site, teachers and assistants were trained to administer the instrument. Because of (a) administrative problems in establishing the program, (b) time required to train teachers, and (c) the late starting dates of some programs, pretesting was not carried out during the first weeks of school. The pretest dates ranged from October to February, with the majority of the children pretested in November and December. At site 7, however, the majority of children were pretested in February. Since the majority of posttesting took place in May, changes in test scores reflect an average of five months of involvement in Responsive Classrooms for most communities and only three months for Community 7.

The PSI test results, in raw score form, are found in Table VIII.

As shown in the table, the average scores given at each site increased nine or more raw score points from pre to posttest. At sites 3, 5, and 6, these increases were as much as 20 raw score points. For all 761 children tested, the average pretest score was 42 and the average posttest was 60. Using norms calculated on middle-class children as reported in the Preschool Inventory manual, a score of 42 falls below the 35th percentile and score of 60 falls at the 65th percentile. That is, when compared with the Preschool Inventory test scores made by "middle class" children in the two norming

TABLE VIII

AVERAGE PRE AND POSTTEST RAW SCORES AND CHANGES MADE ON THE CALDWELL PRESCHOOL INVENTORY (PSI) BY HEAD START CHILDREN AT EIGHT SITES DURING 1968-69

SITE	N	PRE	POST	CHANGE
1	41	41.1	54.1	+13.0
2	99	42.7	58.2	+15.5
3	105	41.6	61.9	+20.3
4	90	40.1	58.4	+18.3
5	123	43.6	63.8	+20.2
6	120	31.0	51.9	+20.9
7	42	61.0	70.6	+ 9.6
8	141	42.4	59.1	+16.7
ALL	761	41.5	59.6	+18.1

groups, the Head Start children in the program scored, on the average, in the lower third in the beginning of the year and scored in the upper half of the distribution at the end of the year.

To find out how children's PSI posttest scores for each site compared to the "middle-class" and "lower-class" norming groups, the percentage of children scoring at or above the 25th, 50th and 75th percentile were calculated for each site using both norming groups (Table IX).

When compared to norms established for "lower-class" children, over 50% of the children in the program at each site scored above the 75th percentile on the PSI at the end of the year. Further, at each site,

TABLE IX

PERCENT OF 1968-69 HEAD START CHILDREN AT EIGHT SITES SCORING AT OR ABOVE THE 25th, 50th, AND 75th PERCENTILE RANKS ON PRESCHOOL INVENTORY SCORES USING LOWER AND MIDDLE CLASS NORMS

NORMING GROUP	PERCENTILE RANK	SITES 1	2	3	4	5	6	7	8	TOTAL
Lower Class Norms	25	90	92	90	94	94	84	99	98	93
	50	78	82	83	82	86	71	95	87	84
	75	58	66	76	66	74	53	92	70	71
Middle Class Norms	25	58	66	76	66	74	53	92	70	71
	50	46	56	65	55	63	39	89	58	61
	75	28	43	50	40	50	25	79	41	47
Number of Children		(41)	(99)	(105)	(90)	(123)	(120)	(42)	(141)	(761)

over 70% of the Head Start children scored higher than the score equivalent to the 50th percentile of the norming group.

Using "middle-class" norms, over 50% of the children at six of the eight sites (the exceptions were 1 and 6) scored higher than the 50th percentile. At all sites, at least 25% of the Head Start children scored at or above the score designated as the 75th percentile for the "middle-class" norming group.

From the PSI test data it is evident that the performance made by Head Start children in the Responsive Model on the Preschool Inventory reflects considerable positive change. The average change in raw score points for all children was 18; when posttested, children at all sites increased their scores to a level comparable and even superior to middle-class children of the same age. This increase in PSI performance

is even more meaningful since it reflects a change over a period of approximately five months.

Physical Facilities, Administrative Difficulties, Teaching Performance, and Child Development

As indicated earlier, every community is faced with a number of conditions that can affect the implementation of a training model. One of these conditions is the nature and quality of the physical facilities in the classroom. Another is the degree of administrative difficulty encountered while trying to implement new procedures. The relationship between teaching performance and child performance and each of these variables was examined.

First a scheme was developed for rating the physical facility and administrative difficulty variables. Each classroom where observations and child test performance were obtained was first rated "satisfactory" or "unsatisfactory" on classroom facilities. For a satisfactory rating the classroom had to include all of the following:

- The classroom had enough space to allow the teacher to set up the room as specified by the model (in some instances the facility was judged acceptable although the total space did not exceed 800 square feet of usable space).
- The space was so arranged that the teacher could function in a reasonably efficient manner; i.e., she did not have to remove and store everything at the end of each day. The space was not broken up into separate rooms that were not adjacent, nor was it a part of a large open space where two or more classrooms were located without diversion.
- There was enough suitable equipment and furniture available to allow the teacher to organize the room into learning areas so as to lay out materials for the children's use.

- The availability of materials allowed the teacher to offer a variety of learning experiences to the children at one time.

Classrooms that did not meet one or more of the conditions described above were considered "unsatisfactory" on physical facilities.

Administrative difficulties affecting child development and teacher performance include the following:

- Difficulty in ordering and obtaining materials for the classroom even though they had been budgeted.
- Difficulty in finding adequate space for classrooms.
- Internal problems such as conflicts with the local Head Start agency and the Community Action Program (CAP) or among staff members.
- Difficulty in carrying out the role of a Program Advisor because the supervisor assigned other duties or insisted that the Program Advisor work with more classes than were originally assigned.
- Difficulty in obtaining time before the start of school to conduct workshops or during school for planning time for the teacher and assistant.
- Ratio of staff to children was inadequate.

Classrooms where these conditions existed were rated "high" on administrative problems, and classrooms where these problems did not exist were rated "low" on administrative problems.

As shown previously, teacher behavior ratings suggested that the six levels of teaching were not mutually exclusive. The ratings of some teaching performances overlapped with adjacent levels. For this reason, for the remainder of the analysis the six teaching performance levels previously described were combined into three levels. (Levels 0 and 1 were combined, Levels 2a and 2b were combined, and Levels 3 and 4 were combined.)

Teaching Performance and Physical Facilities

Table X shows the relationship between physical facility ratings and teaching performance levels for 44 Head Start teachers.

TABLE X

TEACHING PERFORMANCE AND CLASSROOM FACILITIES

	Teaching Performance Levels			
Classroom Facilities	0 - 1	2a - 2b	3 - 4	TOTAL
Satisfactory (yes)	1	8	25	34
Unsatisfactory (no)	2	8	0	10

As shown, none of the teachers in classrooms with unsatisfactory classroom facilities performed at teaching Levels 3 or 4. However, 25 of the 34 teachers in classrooms with satisfactory facilities were rated at Level 3 or 4. The data suggest that satisfactory physical facilities are necessary for a teacher to perform at Levels 3 or 4. However, even with satisfactory classroom facilities, a small proportion of teachers are below the criterion level of teaching performance. This finding suggests that a minimum standard for facilities is probably a necessary prior condition to obtain a high level of success in a training program.

Teaching Performance and Administrative Conditions

The information presented in Table XI shows the relationship between teaching performance and administrative problems for the same 44 teachers and indicates that teaching performance may also be related to administrative problems.

TABLE XI

TEACHING PERFORMANCE AND ADMINISTRATIVE PROBLEMS

Administrative Problems	0 - 1	2a - 2b	3 - 4	TOTAL
High	2	9	3	14
Low	1	7	22	30

Teachers' performance in situations with low administrative problems was considerably better than teaching performance in situations rated high on administrative problems. On the other hand, three teachers who were in situations where it was hard to get materials, where lack of space was a problem, and where internal conflicts occurred did perform at Levels 3 or 4. This information and the data relating teaching performance with adequacy of physical facilities suggest that a greater proportion of those teachers performing at these higher levels are in a situation devoid of administrative problems.

As pointed out on page 12 the data from the 1967-68 school year indicate the same situation; that is, there is a relationship between administrative support and the success of the program.

Child Performance as Related to Other Variables

The next step is to find the relationship between the variables described above and the children's achievement. The staff examined the relationships between change in PSI scores, teaching performance, physical facilities, and administrative problems. An index of changes in child

performance was obtained by calculating the difference between average pretest score and average posttest score for each teacher's class. When classes of children were combined, this change figure was weighted according to the number of children in each class. Also, to account for length of time between the successive administrations of the PSI, separate analyses were performed for the November and December pretest groups. Complete information on all variables was obtained for 143 children in 16 different classrooms who were pretested in December, and on 268 children in 28 different classrooms who were pretested in November.

The data that follow can only be interpreted as an approximation of the relationship between teaching performance, administrative difficulties, adequacy of physical facilities, and resulting child achievement. Certainly no one measure of child performance is adequate. Further, child achievement as measured by the change in average class scores is a questionable index, since different classes and individual children within those classes performed at different levels on the pretest. A more complete analysis must take these considerations into account. However limited, the analysis did suggest some important relationships.

Teaching Performance

Table XII shows PSI group change scores for children in classes with different teaching performance. As indicated, the information is reported for the two separate pretest dates. The figures in

parentheses indicate the number of teachers falling within each category.

TABLE XII

TEACHER PERFORMANCE LEVELS AND CLASSROOM CHANGES ON THE PSI FOR THE NOVEMBER AND DECEMBER PRETEST DATES

	Teacher Performance Levels		
PRETEST DATE	0 - 1	2a - 2b	3 - 4
November	(2) 12.27	(6) 17.66	(20) 21.24
December	(1) 12.00	(10) 13.96	(5) 18.37

The change in PSI scores for children pretested in November in classrooms with teachers performing at the 0-1 level was 12.27; the change for 2a - 2b classrooms was 17.66; and for 3-4 classrooms it was 21.24. This pattern was also evident for children pretested one month later. The change index was higher in classes where teacher performance was higher.

Child Performance, Teaching Performance and Administrative Problems.

Table XIII shows teacher performance levels and change in PSI test performance calculated for the November and December pretest times for teachers categorized as having "high" or "low" administrative problems.

TABLE XIII

DIFFERENCES IN PSI TEST SCORES FOR HEAD START CHILDREN:
ANALYSIS BY ADMINISTRATION PROBLEMS AND YEAR-END TEACHING PERFORMANCE LEVELS

Date of Pretest	Administration Problems	Year End Teaching Performance Levels 0 - 1	2a-2b	3 - 4	Row Changes
NOVEMBER	HIGH	(1) 7.80	(2) 14.22	(1) 11.33	(4) 12.51
	LOW	(1) 14.50	(4) 19.06	(19) 21.61	(24) 20.75
	Column Changes	(2) 12.27	(6) 17.66	(20) 21.24	
DECEMBER	HIGH	(1) 12.00	(7) 13.02	(2) 22.07	(10) 14.71
	LOW	(0) -	(3) 15.58	(3) 15.38	(6) 15.51
	Column Changes	(1) 12.00	(10) 13.96	(5) 18.37	

Regardless of administrative problems (look at Column Change), change in group test performance was highest for 3-4 level teachers and lowest for 0-1 level teachers for both the November and December Pretest dates. Also, for both pretest groups regardless of teaching performance levels (look at Row Changes), children in programs where administrative difficulties were "high" showed less achievement than in situations where administration difficulties were "low".

For the November pretest group, the index of child test performance was lowest (7.8) for one 0-1 teacher who experienced many

administrative problems. The index of child test performance was highest (21.6) for 19 teachers at the 3-4 level who experienced few administrative problems. However, this relationship is not evident for the December pretest group. In the December group, the lowest index of child growth (12.0) was recorded for one teacher at the 0-1 level with "high" administrative problems. The greatest index of growth on the PSI (22.1) for the December pretest group, however, was on children in two classes rated "high" on administrative problems with teachers performing at the 3-4 level.

Child Performance, Teaching Performance and Physical Facilities

Table XIV contains information on child test performance as it is related both to teaching levels and the adequacy of physical facilities.

Again, the indices of change are greatest for those classrooms categorized as having sufficient and adequate materials. For the November group, the index of change was 21.25 for 21 teachers with adequate facilities, and 15.98 for seven teachers without adequate facilities. As would be expected, the change was less for the December classes but the same relationship existed. That is, the children in the 13 classes with adequate facilities recorded a greater change index (15.98) than did the children in the three classes with inadequate facilities (10.73).

TABLE XIV

DIFFERENCES IN AVERAGE GROUP PSI TEST SCORES FOR HEAD START CHILDREN: ANALYSIS BY ADEQUACY OF PHYSICAL FACILITIES AND YEAR END TEACHING PERFORMANCE LEVELS

Date of Pretest	Adequate Physical Facilities	Year End Teaching Performance Levels 0 - 1	2a - 2b	3 - 4	Row Changes
NOVEMBER	YES	(0) -	(1) 21.40	(20) 21.24	(21) 21.25
	NO	(2) 12.27	(5) 16.94	(0) -	(7) 15.88
	Column Changes in Mean PSI	(2) 12.27	(6) 17.66	(20) 21.24	
DECEMBER	YES	(1) 12.00	(7) 15.15	(5) 18.37	(13) 15.98
	NO	(0) -	(3) 10.73	(0) -	(3) 10.73
	Column Changes in Mean PSI	(1) 12.00	(10) 13.96	(5) 18.37	

As was the case with the breakdown of teaching performance and administrative problems, children in classrooms where teachers were at low levels of teaching performance and physical facilities were inadequate showed less group change on the PSI. For example, two teachers rated in category 0-1 in the November pretest group had inadequate physical facilities. The average group change in PSI for these two classes of children was 12 points. On the other hand, 20 teachers rated in the 3-4 category had adequate physical facilities. The average group change on the PSI for children in those 20 classrooms was 21 points.

Another interesting point: within each of the three teaching performance categories, group PSI change was highest for teachers

in situations with adequate facilities. Take, for example, the two groups of teachers rated 2a or 2b whose children were pre-tested in November and December. In both cases, children in classrooms with adequate facilities recorded higher group changes than children in classrooms with inadequate physical facilities.

Conclusions and Implications

This section of the report presented information collected in eight Head Start communities that implemented the Responsive Model during the 1968-69 school year.

During 1968-69 a special attempt was made to collect information specifically related to the classroom. Such information as child test performance on the PSI, observation results of teaching performance, administrative difficulties encountered, and the adequacy of physical facilities were summarized and discussed. Next, an attempt must be made to examine the interrelationship between these variables.

Child performance seems to be related to a combination of variables. Child growth was higher in classrooms where adequate facilities existed, where there were few administrative problems, and where teacher performance was more consistent with the objectives of the Responsive Model.

From the information presented in this report, it seems prudent to conclude that:

1. The majority of teachers in the Responsive Model during the 1968-69 school year increased their teaching skills and were

more consistent with the teaching criteria defined by the model.

2. Head Start children in the Responsive Model program during 1968-69 also increased their proficiency. Average scores on the PSI for all eight communities demonstrated growth throughout the year. When year-end test scores are compared with national norms, Responsive Model children perform at norm levels reported for "middle-class" children.
3. Teaching performance is related to child achievement. When measured by PSI changes, child growth was greatest for those children in classes with teachers who demonstrated a high level of teaching ability.
4. Administrative difficulties and the adequacy of physical facilities play an important part in teacher performance and child development. Changes in child test performance and in teachers' teaching performance were greatest in classrooms with adequate physical facilities and in situations relatively devoid of administrative problems.

Based upon this evaluation, the Laboratory concluded that the training program was ready for a general field test. The training materials still needed to be revised and expanded, the use of the V.T.R. needed to be improved, and the role of the P.A.'s needed to be revised along with the methods of training the P.A.'s. But there was some indication that the staff had been successful in helping the majority of the teachers carry out the model program. Somewhere between 86% and 94% of the teachers

had changed their behavior by adopting some of the curriculum or procedures or both; and between 50% and 59% had made considerable changes in their behavior and were carrying out the model program in a satisfactory manner.

The training system had the potential of reaching large numbers of teachers and assistants at a reasonable cost. The first year, 60 teachers were trained at a cost of $1,127 per teacher; the second year, the cost was $1,040 per teacher. Both of these figures included all development and evaluation costs and the second year included the salary of the P.A.'s. The Laboratory could predict that the cost would decrease somewhat as more P.A.'s were trained and as the need for development and evaluation decreased.

Based upon the experience during the first two years, the staff planned the following modifications:

1. The P.A.'s needed a more detailed guide to follow for the weekly workshop with the teachers. The guide should contain specific language behaviors and classroom control techniques for the teachers to practice one-at-a-time, as well as specific objectives to focus on during the following week.
2. The Laboratory needed to develop specific materials and techniques for parent participation.
3. The use of the V.T.R.'s for training needed to be improved and systematized.
4. A four- or five-day workshop for teachers before school started would strengthen the program.

5. A two-year inservice training program was necessary to achieve a high level of performance for the majority of the teachers.
6. The role of the Program Advisor needed to be redefined.
7. The Laboratory needed better communications with the entire local Head Start staff.

The Laboratory also started developing the notion of prior conditions. That is, before the training program started, certain conditions should exist. They were:

1. The teachers should be involved in the decision to undertake the training.
2. All of the teachers and assistants at a center should be involved unless some ask not to be included.
3. A minimum level of physical facilities, as defined, should exist.
4. There should be adequate administrative support.

THE THIRD YEAR'S EXPERIMENTAL PROGRAM (1969-70)

Introduction

The third year was a field test of the first year's training program for teachers and assistants to enable them to carry out a model classroom program. It was also a field test for the training of the Program Advisors. It was a preliminary test of the second year's training program for teachers and assistants, and the development of a parent participation program was undertaken.

The basic model of having the Laboratory staff train P.A.'s, who in turn worked with 10 teachers and their assistants, was continued. The material that had been developed for use in working with children remained the same but was expanded somewhat. The material that was used to train the teachers was revised and expanded, but the major effort was to organize the training material into a sequence of weekly units; these encouraged the teacher to focus upon specific objectives for the children and to practice specific language and classroom-control techniques.

The job description of the P.A.'s was altered to include more time to meet with the Head Start staff, administrators, and community groups. The responsibility of helping the teachers with parent involvement was also added to their job description.

Procedures

The training of P.A.'s began in the summer of 1969 with a two-week, in-depth orientation to the model which included:

1. the rationale, principles, objectives, and methods of the

Responsive Program for children and the inservice program for teachers;

2. the details of program development and classroom organization and management;
3. instruction in the use of the videotape recorder as an instrument for self-evaluation; and
4. analysis of the dynamics of teacher-assistant and teacher-parent relationships.

P.A.'s returned to the Laboratory for three additional one-week seminars--in the fall, in January, and in April. This review time enabled the Laboratory to keep in touch with problems in the field, to make recommendations for changes, and to introduce new materials. Between seminars, and in addition to traditional communication by letters, reports, and papers, a newsletter was created. This newsletter was an attempt to foster communication among teachers, P.A.'s and Laboratory personnel.

The Laboratory provided each teaching team with a "New Nursery School" text which includes six pamphlets of learning episodes. In addition, each teacher and assistant was given a "Notebook" which contained training units and basic "position papers" in such areas as Parent Involvement, Classroom Control, Language, Environmental Deprivation, etc. Each community was provided a copy of the film, "Introduction to the New Nursery School", plus 16 film clips of learning episodes demonstrated by a model teacher (five minutes each). During the year the training units were revised. Also a brochure called "The Responsive Head Start Program" and an audio script plus black-and-white slide set (following the format of the descriptive brochure) were provided.

The P.A.'s began their training programs before school started in the fall by conducting four-day workshops that concentrated on "An Overview of the Model" for teachers and assistants and concerned community people. These workshops proved to be a useful tool for informing school, university, and CAP personnel about the model.

After school started, the P.A.'s conducted weekly inservice workshops which were coordinated with the training units each teacher received in her teacher's notebooks. The objectives of the workshops were to integrate the following areas of teacher concern: the objectives of the model, child development theory, the setting up of Responsive Program classrooms, the importance of adult relationships, and concrete learnings in the form of learning episodes. Each week, two or three specific behaviors were introduced, demonstrated, role-played, practiced in the classroom, evaluated, and tried again. New behaviors were added gradually after previous ones had been well integrated into the program. Although the weekly workshops were not always implemented satisfactorily, they were carried out with some degree of success.

Teachers were aided in learning how to observe, record, and evaluate children's behavior and progress. These skills were used as a basis for relevant planning. Also teachers were helped in their understanding of differences in the ethnic and cultural backgrounds of children.

Workshops also dealt with the use of language in the classroom--the use of action, category, and descriptive words in complete sentences. Discipline and control was a topic of great importance and specific behaviors were encouraged, such as the anticipation of problems and positive redirection. Room arrangement and rules and routines of the classroom were discussed, as well as the bases of curricular concepts. A

few spontaneous learnings and learning episodes were demonstrated at each workshop. The uses of manipulative toys were role played, and toys and games were often made at the meetings.

Besides regular weekly workshops, the P.A.'s responsibility also entailed a visit to each classroom for at least three hours every three weeks for the purposes of observing, and demonstrating learning episodes, and consulting and evaluating with the teachers. Where portable V.T.R.'s were available, P.A.'s helped the teachers videotape themselves using learning episodes or carrying out a specific suggestion or classroom behavior. P.A.'s then critiqued the tapes with the teachers.

During this year it was also expected of the P.A. that she either singly, or together with the teaching team, begin involving the parents in an understanding of the model. This was a difficult, time-consuming task. It was found that new teachers to the program did not feel adequate in explaining its rationale to parents, and P.A.'s did not have a close enough relationship with particular groups of parents to develop discussions of the implications involved in a responsive curriculum and procedures.

Problems During the Third Year (1969-70)

An interesting problem became apparent during the third year. As the Program Advisors learned more about their role, they sought out more and more information. Consequently, they felt the training program was inadequate. During the first year, the Program

Advisors were content to help the teachers understand the model and learn the content and the techniques that were recommended. They were concerned with improving classroom control, but only at the level of what techniques could be used to help the teachers. After the Program Advisors had spent a year in the program, they became concerned with developing more understanding of the theory of the model program for children, more understanding of child growth and development, and more understanding of the ethnic and cultural differences of the children and parents that should affect the classroom procedures and objectives of the program.

In effect, the P.A.'s started outlining the content of the second year's training program for the P.A.'s and teachers. It became apparent that it would be necessary to recycle the first year's training, so as to add depth and understanding. In retrospect, this seems so apparent that it should require only a passing comment; the Laboratory's staff saw the significance of the questions that were being asked, but missed the significance of the process that had been responsible for the questions. The inclination was to respond to the questions that the Program Advisors were raising by revising the training program for both the first and second year P.A.'s. The error became obvious when the beginning P.A.'s became frustrated by trying to accomplish too much too fast.

Even with the recognition that there may be a logical process in the development of the P.A.'s and teachers' move from understanding "how to" to understanding "why", the Laboratory staff has consistently tried to cover too much in the training program. The staff recognizes that changing

behavior takes considerable time and that working on only a few specific behaviors at a time is an effective method. The problem is that it is difficult to decide on priorities in the training and in developing behaviors which are interrelated. So, it is difficult to effect a change in one behavior without changing several others. For example, classroom control is affected by room arrangements, variety of classroom activities, type of corrections that the teacher uses, and planning. Without control, it is difficult to introduce in the learning situation specific changes that affect control. Each year the number of behaviors to be practiced or the number of things to be tried during the course of a week are reduced. The most recent feedback from the field indicates that too much material is still included in the eight units in Appendix A.

A related problem is that more effort is needed to improve parent participation, and that means devoting more training time for P.A.s and teachers. This goal overloaded the system. It became apparent that when the teacher is just beginning to understand the model, she is in no position to explain the model to the parents and to encourage them to participate in the classroom and attend the meetings. Also, the P.A.'s do not have the time or energy to take the responsibility of helping ten teachers conduct meetings for parents. The Laboratory is planning to work with the Program Directors and Parent Coordinators to develop a training program for the Coordinators to help parents to understand and participate in the program.

Evaluation

With limited resources for evaluation, the Laboratory had to make choices on what should be studied during the year.

From the results of the first two years, the staff concluded that:

1. The training program was producing satisfactory results in helping teachers implement the model, but better methods of determining and reporting these changes were necessary.
2. The achievement of the children was increased and the increase was related to how effectively the model was implemented, but the methods of measuring this were not satisfactory. The Preschool Inventory, used to measure the children's cognitive achievement in 1968-69, had serious limitations and did not test for the specific objectives of the Responsive Model Program. And for one major aspect of the program--the development of a child's self-concept--no satisfactory method of testing existed.
3. Variables unrelated to the quality of the training program, such as adequate physical facilities and local administrative problems, affected the success of the training of the teachers and assistants.

In light of these conclusions the staff made the following decisions:

1. The emphasis in observing teachers would be to test and evaluate the observation schedule, which the Laboratory had begun to develop during the second year. Because of the number of teachers in the program (300) the staff would observe only a sample. In addition to sampling teacher behavior using

the observation schedule, the staff would collect data on the Program Advisors' evaluation of the teachers and teachers' self appraisal.

2. The Laboratory would undertake the development of a better measure of the cognitive objectives in the program (the Responsive Achievement Test) and a better assessment of a child's self-concept (the Responsive Self-Concept Test).

The Observation Schedule and Changes in Teacher Behavior

Development of the observation schedule began during the second year (1968-69). The first draft was tested in the fall with a small sample of teachers. It required a major revision which was re-tested in the spring of 1969. At that time, it appeared to be providing useful information for analyzing the classroom behavior of the teachers and assistants and providing useful information to teachers on how to improve their classroom behavior, but a clearer definition of behaviors was required before it could be used to evaluate classroom behavior and make comparisons between teachers observed by different raters. The definitions of behaviors were refined and the schedule was modified for use in the fall of 1969.

The 1969-70 version of the observation schedule contained six sections, covering physical environment, classroom control, teachers' relationships with children, freedom during group activities, planning, and teachers' division of time. Completion of the schedule required three hours

of an observer's time. The observers were members of the Laboratory staff who received special training in the use of the schedule.

The first section of the schedule deals with various aspects of the physical environment and the way the classroom is arranged.[8] The primary purpose of this section is to provide information to assist the teacher in developing a well-organized physical environment. The Laboratory uses this section for evaluation only to determine if minimum standards have been achieved.

The second part of the schedule deals with classroom control. The observer is asked to observe the teacher for five minutes and tally the number of times some form of control is necessary and the types of control that are used. Then the observer repeats the process with the teacher's assistant. During the course of a three-hour period of time, each individual was to be observed for fifteen minutes, but many times it was impossible to complete more than two observations, so the results are based upon the first two five-minute observations. The observation schedule listed eight possible behaviors the teacher might use in controlling children:

1. Demeans.
2. Threatens.
3. Pleads.
4. Uses mild physical force.
5. Uses strong physical force.
6. Uses matter-of-fact statements of rules.
7. Anticipates problems.
8. Redirects positively.

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[8] See Appendix C for the complete schedule and directions for its use.

Demeaning was considered the poorest form of control; threatening and pleading were considered undesirable. The uses of mild or strong physical force were recognized as necessary forms of control at times, but not so desirable as others, such as anticipating problems, redirecting, or using matter-of-fact statements.

In developing the scoring system for this section, the staff decided that the best possible score would be zero, because that would mean no problems arose that required any action on the part of the teacher or assistant. In accordance with this system, the more desirable behaviors were given a low score and the poorer behaviors a higher score. The final scoring procedure was to score one for each tally for: anticipates problems, redirects positively, and uses matter-of-fact statements; score two for each tally for: uses mild or strong physical force; and score three for each tally for: demeans, pleads, and threatens.

The section on control is more closely related to the program objective of developing a healthy self-concept than to intellectual development; but indirectly, it also affects intellectual development because without some minimum level of control, it would be difficult to provide meaningful learning experiences for children.

The next section of the schedule is concerned with the relationships of the teacher and/or the assistant with children in a learning experience. The following behaviors could be recorded for the teacher

and assistant:

1. Allows for discovery learning.
2. Responds to child verbally.
3. Responds to child non-verbally.
4. Asks relevant questions.
5. Asks irrelevant questions.
6. Initiates conversation.
7. Interrupts and directs.
8. Offers choices of activities.
9. Uses spontaneous activities for teaching.

The original scheme for scoring was not workable and, after several revisions, the staff reached the following method. Items two, three, five, six and eight (responds to the child verbally, responds non-verbally asks irrelevant questions, initiates conversation, offers choice of activities) were not included in the final scoring because they did not appear to distinguish between teachers who obviously were implementing the Model Program and those who were not. The first item (allows for discovery learning), the fourth item (asks relevant questions), and the ninth item (uses spontaneous activities for teaching) were grouped into one subtest, because they were all considered equally desirable behaviors. Item seven (interrupts and directs) was retained as a separate measure. This was considered a negative behavior: on logical grounds, because it runs counter to the goal of allowing a child to remain with a task as long as he likes; and on an empirical basis, because it seems to help

distinguish between the teachers who were and were not implementing the model. More detailed information will be presented later.

The next section of the schedule was designed to determine if the children were free to come and go during a learning episode or a large-group activity. This proved awkward to deal with because some teachers did not use learning episodes or have large groups. After the responses were analyzed, it became obvious that the significant issue was whether or not the teacher used a learning episode and whether or not she used it correctly. To use the episode correctly, the teacher would have to allow the children to choose to come or to go. So the objective became the correct use of the learning episodes and it was scored as yes or no.

The section on planning is not used in the evaluation. Its purpose is to help provide guidance to the teacher to improve her performance.

The final section on division of time serves two purposes. It indicates how the teacher divides her time between teaching large groups and working with small groups or individual children. The objective is to have the teacher spend at least 75% of her time with small groups or individuals. The same question on the assistant's use of time also gives an indication of the teacher's effectiveness in involving the assistant in a teaching-learning situation.

The current form of the observation schedule is difficult to use. It requires a full three hours of time and even then it sometimes cannot be completed. Because of the length and the amount of experience

and training required to make some of the judgments, it is difficult to obtain and maintain inter-observer reliability. To train staff members, the Laboratory conducted a series of detailed discussions of the schedule and had each observer work at least three times with some other observer and discuss the differences. The staff made no formal analysis of interrater reliability, but the amount of agreement among observers appeared to be high. However, when the observers went to the field, the reliability seemed to decrease. The turnover and transfers of staff members complicated the task of maintaining trained observers. Analysis of the results revealed that some observers recorded two or three times as many tallies for some behaviors as others, and some failed to tally any behaviors that others consistently observed. Obviously with these kinds of problems, any generalization across observers would be suspect.

The problem leads to two conclusions. First, the schedule must be shortened and simplified to reduce the number of judgments required. The best method of accomplishing this would be to select, through an analysis of the results, those behaviors that could be clearly identified and that seemed logically and empirically to distinguish between teachers who are obviously implementing the model and those who are not. Second, the evaluation for 1969-70 should be limited to observations made by two observers who observed the same classrooms in the fall and spring and who were both experienced teachers and observers. The teachers evaluated by each observer were treated as a separate subsample.

The evaluation is thus based on two groups of seven teachers from five communities who were selected in the beginning on a random basis. The

only bias was that two teachers in two different communities from the original sample were not included, because they had not been observed by the same observer in the spring and fall.

When the observations in the fall (the pre-observations) of the two observers were compared, the results were similar on the items from the observation schedule that were retained. Table XV shows these comparisons for the section on classroom control and for the section on teacher-learning relationships including the subtest of desirable behaviors (uses discovery learning, asks relevant questions, and uses the spontaneous activities of children for teaching) and the negative behavior of interrupting and directing a child to a different activity. The other behaviors of concern--using learning episodes and the teacher's and assistant's division of their time--are not subject to much interpretation by the observer.

The Reliability of the Observation Schedule

To test the reliability of the observation schedule, the Laboratory staff decided to compare the schedule's scoring of teachers with the observers' own ratings of teachers. Using notes taken during the observation, other visits to the classroom, and reports (written and oral) from the Program Advisors, the observers rated the teachers from 1 (low) to 5 (high) on the degree to which they were implementing the model. A ranking of four or five meant the teacher provided a good example of the Model Program; a ranking of three meant the teacher's performance was adequate, but some classroom behaviors needed to be improved before she could be considered a good example of the model.

The next step in the comparison was to develop a total score from the observation schedule for each teacher. If the scores based on the

TABLE XV

Comparison of the Results of Observer A and Observer B

	Observer A N = 7		Observer B N = 7	
	Total Tallies	Average per Teacher	Total Tallies	Average per Teacher
1. Control				
Teachers	40	5.7	36	5.1
Assistants	23	3.7	32	4.6
Total	63	9.0	71	10.1
Weighted Score	87	12.4	86	12.3
2. Teacher-Children Learning Relationships				
A. Discovery - Questioning - Using Spontaneous Activities				
Teachers	11	1.6	20	2.9
Assistants	10	1.4	17	2.4
Total	20	2.9	37	5.7
B. Interrupting and Directing				
Teachers	8	1.1	5	.7
Assistants	8	1.1	6	.9
Total	16	2.3	10	1.4

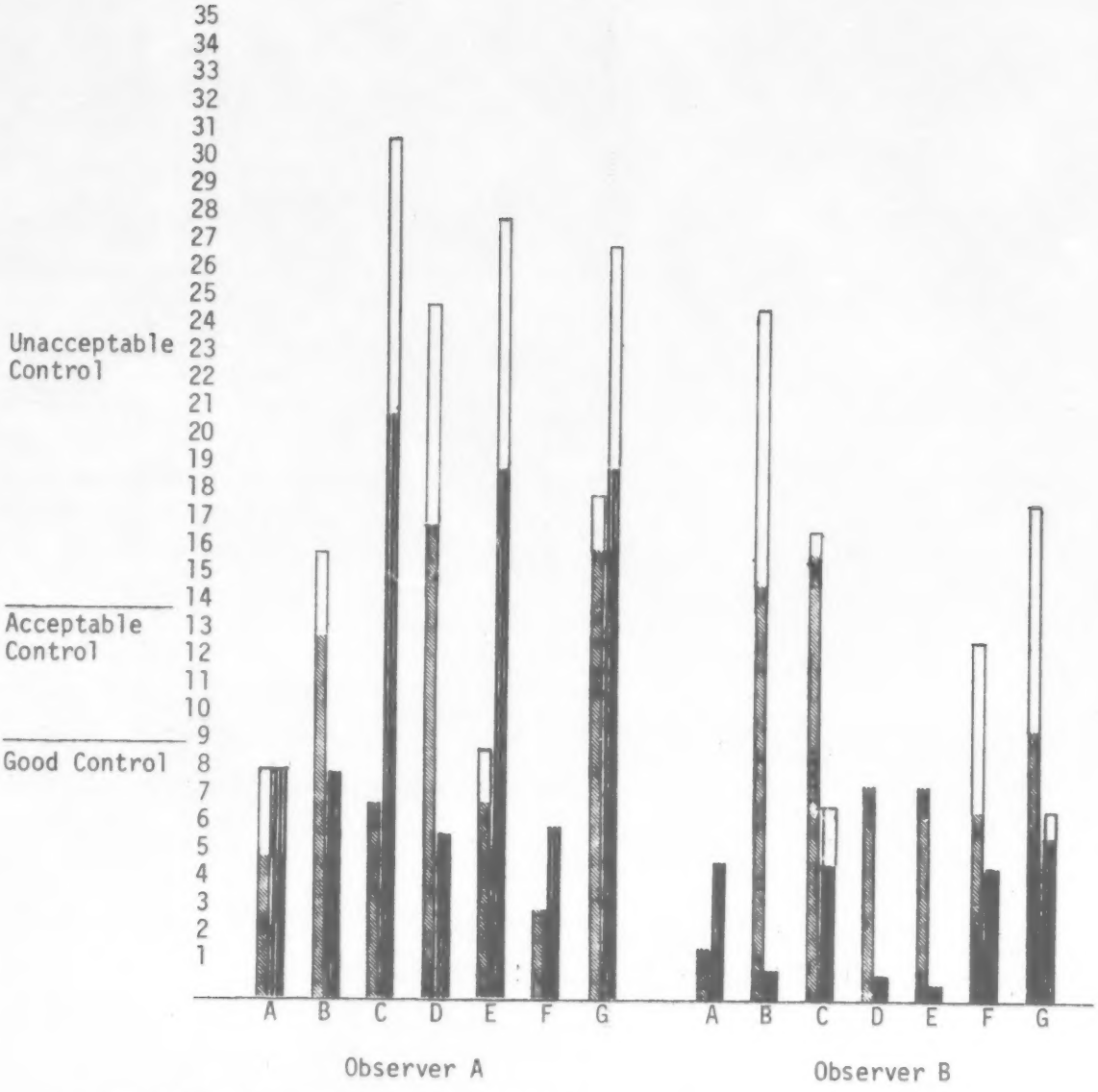
schedules were similar to rankings given by observers, the observation schedule could be considered an indication of how well the teachers were implementing the model. As described above, the analysis considered only those items from the schedule that seemed to distinguish among teachers and to be logical and consistent with the objectives and procedures of the Responsive Model. To get the total scores, the staff first determined a method of scoring each section of the schedule:

1. Classroom control. After studying all of the observation schedules, the staff tentatively decided that a teacher and assistant probably had good control if the combined weighted score covering two five-minute observations of each (a total of twenty minutes) did not exceed nine. A teacher had acceptable control if the total did not exceed fourteen and her control was not acceptable if it exceeded fourteen. Graph I shows the distribution of the scores on the pre- and post-observations.
2. Relationships of teachers with children. On the subtest of positive behaviors (uses discovery learning, asks relevant questions, and uses spontaneous activities--abbreviated as D, Q and S) the tallies were given during one five-minute observation of each of the teacher and assistant (a total of ten minutes) in a session of individual or small-group activities in the room. A tentative decision was made that eight or more tallies indicate a good learning environment; six or seven indicate an acceptable environment; three, four, or five indicate a need for improvement; and fewer than three represent an unacceptable environment. Graph II shows the range of this behavior.

GRAPH I

CLASSROOM SCORES ON PRE- AND POST-OBSERVATIONS

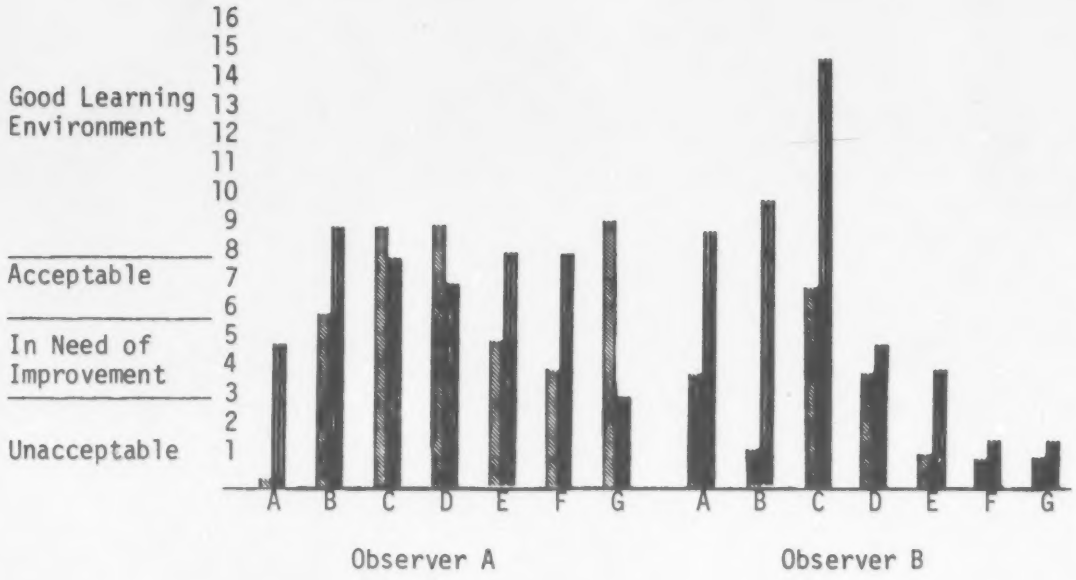
OF CLASSROOM CONTROL



Each pair of columns indicates classroom control scores for one classroom. The first column of the pair shows the pre-observation score; the second, the post-observation. The dark part of each column shows the number of tallies; the light part shows the weighted score. A weighted score of 9 or below was considered good; 10 - 14, acceptable; and 14 and above, unacceptable. (For some teachers the weighted score was the same as the raw score.)

GRAPH II

TEACHER-CHILDREN LEARNING RELATIONSHIPS: D,S,Q



Each pair of columns indicates teacher-children learning relationship scores for one classroom. The first of the pair shows the pre-observation score; the second, the post-observation. The columns show the number of times certain positive behaviors (uses discovery learning, asks relevant questions, and uses spontaneous activities) were tallied. A score of eight or more was considered good; six or seven, acceptable; three to five, in need of improvement; and fewer than three, unacceptable.

3. Negative behavior with children. To interrupt and direct was indicated because children were not allowed to remain as long as they might like with a task; thus no interruption or only one tally in this category was considered, good, two acceptable, and three or more unacceptable.
4. Freedom during learning episodes. The teacher either used learning episodes and allowed children to choose to participate, or she did not. So this was a "yes-no" situation with "yes" the desired behavior.
5. Division of time. This section was scored for both the teacher and assistant on the basis of how much time they spent during a three-hour period working with small groups of children or individuals. The categories were 0-25%, 25-50%, 50-70%, and above 75%.

According to this analysis, the profile of an outstanding classroom would be:

1. During twenty minutes of observations (split between the teacher and assistant), an observer would not see more than nine incidents when the teachers or assistants had to, or might have needed to, correct a child. If nine instances were observed, the teacher corrected the child with a desirable technique such as anticipating the problem and preventing it, or redirecting a child to some other activity, or simply stating rules in a matter-of-fact manner. If the teacher used less desirable techniques, the weighted score on these techniques would not exceed nine.
2. During two five-minute periods of individual activity, an observer would see at least eight instances when the teacher or assistant either asked relevant questions, or helped a child discover something.

for himself, or used a spontaneous activity of the child to teach some skill or concept.

3. During two five-minute periods of observations, an observer would not see the teacher or assistant interrupt the activities of a child and direct him to do something else; or such an interruption would occur only once.
4. During the course of three hours of observations, an observer would see at least one instance where the teacher or assistant used a planned learning episode with a child or a small group. During that learning episode, there would not be any indication that children had to come or had to stay during the episode.
5. 75% or more of the teacher's time would be spent with individuals or in small groups in learning experiences.
6. 75% or more of the assistant's time would be spent in a teaching-learning situation with individuals or in small groups in learning experiences.

To test the proposition that an individual score might be developed that would indicate success in carrying out the model; the staff arbitrarily decided that good behavior on each of these six indicators would be three points and unacceptable behavior would be zero. The following system was the result.

1. Control

Score	Points
0 to 5	3
6 to 10	2
11 to 15	1
16 and up	0

2. D.Q.S.

Tallies	Points
9 up	3
6,7,8	2
4,5	1
0,1,2,3	0

3. Interrupting & Directing

Tallies	Points
0,1	3
2	2
3	1
4 up	0

4. Learning episodes

Yes	3
No	0

5. Percentage of teacher's time with individuals and small groups

75%	3
50%-75%	2
25%-50%	1
0 - 25%	0

6. Percentage of assistant's time with individuals and small groups

75% up	3
50%-75%	2
25%-50%	1
0 - 25%	0

This method gives equal weight to desirable classroom behavior on the six indicators. The Laboratory, of course, does not know that equal weight should be assigned and is aware that the method of assigning points is arbitrary. Table XVI shows for each teacher the raw scores for each indicator on the schedule, in pre- and post-observations, and the scores adjusted to the zero- to three-point scale.

After the scoring system was completed, the scores from the observation schedules were compared with the observers' rating of teachers. The results, reported in Table XVII, show a high correlation between the ranking made by the observers and the ranking that results from the total points of the observation schedule. There is a good agreement between the 1 to 5 rating on the degree of implementation and the total points on the schedule.

Thus, the Laboratory apparently has a preliminary form of a useful observation schedule, although analysis indicates that the schedule needs to be refined and simplified.

According to the way the two observers rank teachers at the end of the year (see Table XVII), six (43%) were implementing the model in a satisfactory manner, five (35%) were moderately successful, and the Laboratory had apparently failed with three (21%). This is comparable to the results of the previous year. At the end of the 1968-69 school year, Laboratory observers found that 59% of the teachers were successful in implementing the model, 36% were moderately successful, and 6% were unsuccessful.

The 1969-70 observers' rankings provide slightly higher estimates of success than those the Laboratory obtained with scores from the observation schedule. To obtain estimates from the schedule, the Laboratory decided that a total adjusted score of 13 or more points indicated successful implementation of the

TABLE XVI

THE POINTS TEACHERS RECEIVED BASED UPON SCORING ON THE OBSERVATION SCHEDULE *

Observer A.	Sections of Schedule												Total Points	
Teacher	Control		D.S.Q.		I & D		L.E.		Time		Ass't			
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
A	8	11	0	5	1	0	N	Y	75	75	50	25		
	2	1	0	1	3	3	0	3	3	3	2	1	10	12
B	16	8	6	9	2	1	N	Y	50	75	50	75		
	0	2	2	3	2	3	0	3	2	3	2	3	8	17
C	7	31	9	8	1	3	N	Y	75	75	75	75		
	2	0	3	2	3	1	0	3	3	3	3	1	14	10
D	25	6	9	7	0	2	N	N	50	75	50	50		
	0	2	3	2	3	2	0	0	2	3	2	2	10	11
E	9	26	5	8	2	5	N	Y	25	50	75	50		
	2	0	1	2	2	0	0	3	1	2	3	2	9	9
F	3	6	4	8	1	2	N	N	50	0	75	25		
	3	2	1	2	3	2	0	0	2	0	3	1	12	7
G	18	27	9	3	3	6	N	N	25	0	25	25		
	0	0	3	0	1	0	0	0	1	0	1	1	6	1

*For each teacher, the first line indicates the raw scores the teacher received on each section of the schedule; the second line indicates the numbers of points received for each section when the scores were adjusted to a three (high) to zero (low) scale. In each column, the number on the left indicates the score received in the pre-observation and the number on the right, the score in the post-observation. The last column shows the total scores, in adjusted points, that each teacher received on the pre- and post-observations.

TABLE XVI (CONTINUED)

Observer B / Teacher	Sections of Schedule												Total Points	
	Control		D.S.Q.		I & D		L.E.		Time		Ass't			
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post		
A	2	5	4	9	1	0	N	Y	50	50	--	50		
	3	3	1	3	3	3	0	3	2	2	0	2	9	16
B	25	1	2	10	4	0	N	N	0	75	0	50		
	0	3	0	3	0	3	0	0	0	3	0	2	0	14
C	17	4	7	15	5	0	N	N	50	75	25	25		
	0	3	2	3	0	3	0	0	2	3	1	1	5	13
D	8	1	4	5	1	0	N	N	50	50	0	50		
	2	3	1	1	3	3	0	0	2	2	0	2	8	11
E	8	--	1	4	0	0	N	Y	50	25	50	25		
	2	3	0	1	3	3	0	3	2	1	2	1	9	12
F	13	5	2	3	1	0	N	N	25	50	0	50		
	1	3	0	0	3	3	0	0	1	2	0	2	5	10
G	14	7	1	2	5	2	N	N	25	50	0	50		
	1	2	0	0	0	2	0	0	1	2	0	2	2	8

TABLE XVII

OBSERVERS' RANK ORDERING OF TEACHERS AND JUDGMENT OF HOW SUCCESSFUL THEY WERE IN IMPLEMENTING THE MODEL COMPARED TO SCORES ON THE OBSERVATION SCHEDULE IN POST-OBSERVATION.

Teacher	Degree of Implementation	Rank Order	Points from Schedule	Rank by Points	Difference in Ranks
Observer A					
A	5	1	12	2	1
B	4	2	17	1	1
C	3	4	10	4	-
D	4	3	11	3	-
E	3	5	9	5	-
F	2	6	7	6	-
G	2	7	1	7	-
r = .96					
Observer B					
A	4	3	16	1	2
B	4	1	14	2	1
C	4	2	13	3	1
D	3	6	11	5	1
E	3	5	12	4	1
F	3	4	10	6	2
G	2	7	8	7	-
r = .88					

model; 10 to 12, moderately successful implementation, and nine and below, unsuccessful implementation. As Table XVIII indicates, the resulting estimates for the end of the year are 29%, 43%, and 29%.

TABLE XVIII

	Total adjusted score on observation schedule		
Number of teachers	13 and above	10 - 12	9 and below
Pre-observation	1 (7%)	3 (21%)	10 (71%)
Post-observation	4 (29%)	6 (43%)	4 (29%)

The results also indicate that there was a significant shift in classroom behavior from the beginning to the end of the year. The conclusions are essentially the same as for the previous year -- the training program has reached an acceptable level of efficiency but two years of training are necessary.

Conclusions about the Observation Schedule

In addition to being useful in determining the success of the training program, the observation schedule has proved to be a useful guide for revising our training procedures. For example, the observers did not see many instances of discovery learning or the use of spontaneous activities of children for learning activities. The implication is clear--the Laboratory must provide more assistance to teachers in these two areas.

The observation schedule also made the Laboratory staff aware of the need to look for more objective indices of classroom behavior, and underscored the importance of observing children and teachers in order to provide teachers with useful feedback.

Development of the Responsive Tests and Achievement of the Children

In the second experimental year (1968-69) the Laboratory used the Preschool Inventory (PSI) to measure achievement gains in children in the Responsive Model Program. Although the PSI seemed to provide an adequate measurement for cognitive achievement, the staff expressed considerable dissatisfaction with it.

The test had three important limitations. Information on the reliability of the instrument was limited. The norms provided in the PSI manual were less than adequate; no norms reflected the groups of children in the Responsive Model nor were there sufficient numbers in norming groups for different age groups. But perhaps the most significant limitation of the PSI was its inability to assess completely and accurately the curriculum objectives reflected in the Responsive Model.

A thorough assessment of children enrolled in the Responsive Model Program must not only measure a child's level of cognitive growth but also measure how he perceives himself as a person. Because of the limitations of the PSI and after an extensive review of other existing tests, the Laboratory decided that no single instrument was completely compatible with the principles of Responsive Model. As a consequence the staff took on the task of developing in the third experimental year two new assessment instruments: the Responsive Self-Concept Test and the Responsive Achievement Test.

Description of the Responsive Self-Concept Test

The Responsive Self-Concept Test was designed to assess the self-image of a child.[9]

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[9] Ann FitzGibbon was responsible for developing and testing the Responsive Self-Image Inventory.

The Laboratory describes a child with a healthy self-image as follows:

He likes himself, his family and his people. He is not ashamed of himself or of his belongings; he does not hesitate to display his work when asked to do so. He is not overly concerned about what others think of him. He is not boastful about his belongings or his products, nor is he critical of others. If he is praised, he does not become embarrassed; he assumes responsibility for his own actions. He sometimes tells other children what his parents say or do. When asked questions about himself, he responds without embarrassment or negative affect. He expresses a desire to take things home from school. He talks about what he does at home, and about activities which he shares with his parents. Occasionally he brings something from home which he shows with pride.

He believes what he thinks, says, and does is relevant. This child is realistically proud of his work as evidenced by pointing it out to others. He volunteers information easily; other children have no difficulty in understanding him. He does not have difficulty in expressing himself (unless due to a physical impediment or language handicap). His frequency of verbal interaction with teacher and peers is normal--he is neither "tongue-tied" nor a "chatter-box." The child appears to understand what others say to him. He does not withdraw from verbal participation and can give more than one-word answers.

He believes he can be successful. This child generally gets along well with his peers. There is no one child with whom he consistently has problems. He does not pout, whine, or attempt to dominate to get his own way. This child does not appear to have consistent difficulty in settling down to work. He sets realistic goals for himself. If given a choice of things to do or

objects with which to play, he chooses those which give an even chance of mastering. The level of problem-solving at which he chooses to work is realistically in accord with his previous successes and failures. This child does not always need direction and can take part in an activity which lacks complete structure.

He believes he can solve problems. This child is not overly dependent on the teacher. He is willing, and even eager, to try out new tasks or games. He seems to enjoy testing his ability. If perplexed, he asks reasonable questions instead of waiting for directions. He sometimes persists at difficult tasks.

As a first step in developing an instrument to measure this complex of child characteristics, the content of the above statements was outlined. The statements seemed to fall into nine psycho-social areas:

1. Self-awareness.
2. Appropriate emotional affect.
3. Good relationship with family.
4. Good relationship with peers.
5. Efficient verbal participation.
6. Positive approach to learning.
7. Realistic reaction to success and failure.
8. Self-satisfaction.
9. Realistic level of aspiration.

Next, teachers were asked to rate each child on the nine areas listed above. The nine areas were explained in detail for the teacher.

A child's test booklet was developed which consisted of three photographs:

one of the child being assessed, one of another child of the same sex and ethnic group, and a third of a child whose face did not show. The child was asked to point to a picture in response to each question read by the teacher. For example, the teacher might say, "Which child has to be told what to do next?". The child would respond by making a mark by one of the pictures. By scoring "plus" to the positive statements the child attributed to himself or negative statements attributed to others, and "minus" to the negative statements attributed to himself or positive statements attributed to the other two faces, the Laboratory hoped to get an indication of the child's self-concept.

Next, instrumentation was developed to collect teacher ratings on children for each of these nine areas and to allow a child to respond to questions reflecting each area. Teacher ratings were made on a simple 0-9 scale. Child reactions necessitated a more complex assessment approach.

In a trial run, the Responsive Self-Concept Test was administered in June, 1970, to 6- and 7-year old children in Berkeley, California, with the following results:

1. There were low-to-moderate (+.20 - +.40) positive correlations between the teacher ratings and the child's picture test.
2. Several suggestions for modifications in format and procedures resulted from the trial.
3. The instrument could be lengthened. It was originally thought that the questions would cause fatigue and disinterest on the part of the children. The contrary was true. Children enjoyed seeing their pictures and tackling the task of answering questions presented them. Few children selected the third picture in response to questions; consequently this choice was deleted.

The instrument was appropriate for group administration.

4. On the basis of these findings the instrument is being revised and will be tested during the 1970-71 school year.

Description of the Responsive Achievement Test

The Responsive Achievement Test[10] was developed to assess the child's level of development in four cognitive skills stressed by the Responsive Model:

1. Sensory and perceptual acuity
2. Language skills
3. The formation of certain concepts essential for later learning
4. Problem-solving ability

The Responsive Achievement Test makes no attempt to assess the child's entire range of cognitive skills nor does it attempt to measure a child's "general ability or intelligence" level. The test was designed to measure those cognitive skills for which specific learning opportunities are provided in the Responsive Model Program.

After the inventory items were identified and procedures developed, the instrument was administered to a limited number of children. On the basis of these test results the instrument was revised. This process of field testing and revision has been repeated several times with the last revision made in March 1970. The instrument as it presently exists consists of nine subtests dealing with the following areas:

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[10] Ann Fitzgibbon was also principally responsible for the development of this instrument.

1. Color

   a. Color appropriateness -- the child is asked to recall from memory the appropriate color response to a given stimulus. (e.g., "What color should grass be?" when shown a black, and white stimulus card depicting grass.)

   b. Color Identification -- the child is asked to perceive and recognize by name nine basic colors presented on a stimulus card.

2. Shapes

   a. Matching

   b. Naming

   c. Identifying

   The Shape subtests are essentially similar to the Color tests in the process they measure. They were designed to assess the child's perception, recognition, and ability to verbalize the differences among a number of dimensional shapes.

3. Letter recognition

   This subtest is divided into two parts. The first part requires the child to point to a specific letter in an array of five letters. The second part requires the child to select from a number of letters the one which begins a word that has been verbally offered. For example, "Point to the first letter in the (spoken) word, 'No'."

4. Numerical concepts

   This subtest assesses the child's ability to count objects as well as to recognize and manipulate numerical symbols and concepts.

5. Relational concepts

   Here the child's ability to recognize and correctly use various relational concepts such as: "longer", "beneath", "middle", etc., is assessed by asking him to perform those responses and choose from a stimulus card those pictures that best reflect these concepts.

6. Sensory concepts

   This subtest assesses the child's ability to perceive, recognize, and recall words related to stimulus cards depicting tactile, auditory, and taste.

7. Problem solving

Here the child's ability to discriminate similarities and differences in colors, shapes, size, and extended patterns is assessed.

8. Verbal communication

In this subtest an attempt is made to assess the quantity and quality of the child's verbal encoding and decoding processes when he is being presented with four familiar stimulus objects.

9. Verbal comprehension

This subtest assesses the child's ability to decode meaning from auditorily presented materials. The child may either nod or shake his head, or make verbal responses to such questions as "Do shoes eat?" or "Do brooms sweep?"

The Responsive Achievement Test is individually administered and takes from thirty to forty minutes to complete. The tester should be trained in the administration of standardized tests.

Scoring

Although possible to calculate, a total score was not intended. Each cognitive area was scored and reported individually. This procedure provides a profile of nine specific curriculum-related, cognitive abilities for each child rather than any overall measure of "general" ability.

Inventory scores are currently reported only in raw score form but the calculation of age norms and percentile scores is planned.

Results of the Responsive Test

In May 1970, forty-two children in three Bay Area cities were given both the PSI and the Responsive Achievement Test. A product moment correlation coefficient of .84 existed between the total of the subscores of both tests. When the staff employed multiple regression analysis, a multiple correlation

coefficient of .95 was obtained from predicting the total raw score of the PSI from the subscores on the Responsive Achievement Test. With the exception of the subtests on the Responsive Achievement Test -- Shape, Matching, Problem Solving and Verbal Communication, all of the Responsive Achievement Test subtests had a correlation coefficient range from .57 to .80 with the total raw score for the PSI. These data strongly suggest, with the exception of the three above-mentioned subtests, that the Responsive Achievement Test is essentially measuring the same cognitive skills as the PSI.

The three subscores that did not correlate high with the PSI were examined. On the Shape Matching subtest the children were scoring near the upper limits of the test. Out of the total possible raw score of 14 for the Shape Matching subtest, a mean score of 13.3 was obtained for this sample, so this subtest was not useful.

The Problem Solving subtest had a correlation coefficient of .10 with the PSI. This low correlation suggests that the Problem Solving subtest of the Responsive Achievement Test is measuring a cognitive area substantially different from that measured by the PSI. A correlation coefficient of .35 was obtained between the Verbal Communication subtest and the PSI. Although not so conclusive as the Problem Solving subtest coefficient, the low relationship between the Verbal Communication subtest and total PSI score suggests that Verbal Communication might be another subtest to develop.

Since the Responsive Achievement Test was testing essentially the same things as the PSI with the exception of Problem Solving and Verbal Communications subtests, the Laboratory decided to stop, or at least postpone, future development of the entire test and focus its efforts on refining the Problem Solving and Verbal Communications subtests to supplement and extend the range of the PSI.

1969-70 PSI Results Compared to 1968-69 PSI Results

To compare 1969-70 year-end child test scores with 1968-69 year-end results a comparison group was selected from two Head Start Communities in the Bay Area. Forty-one children in San Francisco and 99 children in Oakland had an average PSI score of 57 at the end of the 1968-69 year. This compares to a PSI average score of 53 calculated on 42 Bay Area children tested at the end of the 1969-70 year.

The similarity in the two scores is exceptional especially when one considers the different administrative procedures used. In 1968-69 teachers administered the PSI to most of the children. When teachers did not do the testing, a person who was familiar to the children administered them. In 1969-70, three graduate students were hired to go into the classroom and administer the tests which, of course, presents some problem in establishing a good testing situation.

The test results over the past two years indicate that the program is having a positive effect on children's behavior on those items measured by the test. The Laboratory will continue its efforts to develop better measures of the program's objectives.

Conclusions and Implications

In the third year's experimental program (1969-70), the Laboratory continued to use the same basic model, but refined and expanded it. Training materials for teachers were expanded and organized into a series of weekly units, coordinated with weekly workshops conducted by the Program Advisors, which enabled teachers to focus on different specific objectives each week. Before school started, teachers and assistants were introduced to the program by a four-day workshop conducted by the Program Advisors.

The Laboratory organized the training of the Program Advisors into a two-week orientation during the summer and three one-week seminars during the year. The Laboratory hoped that P.A.'s and teachers would bring about more parent participation than in the previous two years.

In order to improve its evaluation of the Responsive Model, the Laboratory made major efforts to develop an observation schedule to evaluate teachers' success in implementing the model, and a Responsive Self-Concept Test and a Responsive Achievement Test to test the children's achievement of specific goals of the Responsive Model.

On the basis of the information presented above, the Laboratory drew the following conclusions about the third year of the program:

1. The program continued to be successful. PSI tests on a sample of children in the program showed substantial gains in achievement, similar to those of the previous year.
2. The Responsive Achievement Test proved to be measuring essentially the same cognitive skills as the PSI, with the exception of the Problem Solving and Verbal Communication subtests. The Laboratory

decided to focus its efforts in the fourth year on refining these two subtests to supplement the PSI, and also to continue development of the Responsive Self-Concept Test.

3. According to scores on the observation schedule and observers' ratings, the Laboratory was for the most part successful in training teachers to implement the model. Observation schedule scores showed a definite improvement in teacher performance from the beginning to the end of the year.
4. The observation schedule proved to be a useful instrument for evaluating teachers, although it still needed some refinement and simplification.
5. Efforts to involve parents were not as successful as the Laboratory had hoped; new teachers did not feel they knew enough about the program to explain it to parents, and the P.A.'s did not have a close enough relationship to parents. The Laboratory decided to develop a training program for Parent Coordinators to help parents understand and participate in the program.
6. P.A.'s and teachers wanted to learn more about the model but became frustrated when too much material was put into the first year of training. This underscored the need for a second year of training.

Although some minor revisions in procedures and materials were still necessary, the Laboratory decided that the model was ready for operational tests in the fourth year. In operational tests, the Laboratory would no longer provide direct supervision to the program sites; it would limit its involvement to training Program Advisors, providing training materials, and evaluating the effectiveness of the training.

THE FOURTH YEAR

The Laboratory is in the fourth year. This year the program has four objectives:

1. Make minor but necessary revisions in procedures and materials to put the training program in the final form for the operational field test.
2. Continue the field testing in communities that have been involved during the past year.
3. Start operational testing in a few communities. The distinction between this step and a field test is that in an operational test, the Laboratory limits its involvement to training Program Advisors, providing training materials, and evaluating the effectiveness of the training.
4. Work with two cities in an attempt to install the model program on a city-wide basis and build a system for continuous inservice training.

Revising the Training Program

The major effort will be to revise the training units into three twelve-week cycles with eight units in each cycle. This will provide time for going back over material where additional training or practice is desirable as well as time for teachers to learn about other components of a Head Start program.

Some of the 16 film clips will be replaced with film strip/sound sets demonstrating the use of learning episodes and guides for viewing all of the films which will be developed and tested.

The Inservice Program as It Will Be Tested

The basic approach of the program will remain the same. The difference is that all of the various aspects of the program can be tested this year.

The Laboratory will train P.A.'s and supply the training materials. The P.A.'s will:

1. Conduct a four-day workshop for teachers before school opens.
2. Conduct weekly inservice meetings related to the training units each teacher receives from the Laboratory.
3. Visit each classroom at least three hours every two weeks to observe, demonstrate, and consult.
4. Help the teachers to videotape themselves using a learning episode or carrying out a specific suggestion and critique the videotapes with the teachers or return them to the teacher with comments and suggestions.

Start Operational Testing in a Few Communities

One of the major objectives of this experimental program was to devise a training program that could reach numbers of teachers and assistants at a relatively low cost per individual being trained. If the field testing this year produces results comparable to the previous two years, the program seems to satisfy this requirement. One of the key questions, however, is how effective it will be without careful supervision and help from the Laboratory. Currently the grant to the Laboratory pays for all of the

materials, some of the salaries for the Program Advisors, and tuition for the assistant teachers to receive credit for the course. This gives the Laboratory some ability to insure that the P.A.'s can devote their time to training and not have too many teachers assigned to them to train at one time. The Laboratory staff also arranges with colleges for course credit and assists the communities and P.A.'s in other ways. When this kind of supervision and help is removed, will the training still be effective?

In the initial operational testing, the Laboratory will offer to train Program Advisors (or some comparable person on the local staff) in a few communities if the local agency will pay the salary of the trainer and pay other related costs. Before the Laboratory agrees to undertake the training, the program must have the approval of the Parents Advisory Council, the Program Advisor must be acceptable to that group, the classroom must meet the minimum standards, and the necessary equipment and materials must be available to the teacher.

The Laboratory will conduct a limited evaluation through questionnaires to the teachers, Program Advisors, and Head Start Directors. If funds permit, a sample of teachers will be observed.

At the end of the fourth year, the Laboratory should be in a position to conduct as extensive an operational test as interest and funds will permit. It will require at least two or three more years to develop the training procedures and materials to the point where the direct training of the Program Advisors is no longer necessary. Perhaps this goal cannot be achieved but it remains an objective of the program.

GPN/ck:gh
January 25, 1971

INTRODUCTION

These inservice training units have been developed by the Far West Laboratory for Educational Research and Development. They are for Program Advisors, teachers and assistant teachers trying out the Responsive Model Head Start or Follow Through program. We assume the teacher* is in basic agreement with the objectives and principles of the Responsive Model. However, we have not assumed perfect agreement. But the disagreements should be minor, over details, emphases or priorities. As you work through the inservice units, please note the points of disagreement. At the end of the year, if you have only disagreed with a few objectives or procedures, that is to be expected. We do not believe we have the final answer, so we anticipate modifying our approach as we learn from constructive criticism. If, however, you find a great many disagreements that cannot be reconciled, you should reconsider the decision to be a Responsive Model (Follow Through) or Head Start teacher.

In designing the inservice program, we had to make several decisions:

1. The program would be limited to the classroom behavior of teachers and to parent participation.
2. The program must focus on a limited number of basic objectives and procedures.
3. The program must be designed for teachers with little or no previous experience but still be of value to more experienced teachers.
4. The program must be designed so that the teacher could study and work on a limited number of activities at a time.

The implications of these decisions are:

1. The program does not attempt to cover all aspects of a full Head Start or Follow Through program.

*Throughout the rest of this paper, the term teacher includes teachers, assistants or aides.

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2. Focusing on a limited number of curriculum objectives means that many worthwhile activities had to be omitted or postponed. For example, in Head Start you will not find a complete description of the use of art or music in the program. We have not elaborated on field trips, making things, or many other worthwhile activities. In Follow Through you will not find a description of the Science program or learning to write. Many of these activities will be more adequately covered in subsequent training units or in supplementary materials.
3. Use by a variety of teachers means that we start with very basic ideas known and used by some teachers; but we provide more material than an inexperienced teacher can hope to cover adequately in a year. So, the teacher can choose those things that are appropriate to her. This is one way of making the program Responsive to teachers.
4. A common fault in training programs is trying to do everything at once. There is so much we would like the teacher to know and do, it is hard to set priorities or plan a sequence. But trying to do too much soon leads to frustration, confusion, and very little productive learning. To avoid this, we have attempted to set priorities and build a sequence of experiences that will enable most teachers to function effectively in the model program. The problem, of course, is that our priorities do not fit every situation. We can sequence learning experiences but the learner doesn't necessarily follow the sequence. The only logical approach we could take was to go ahead with an assumed sequence of events and depend upon the good judgment of Program Advisors and teachers to change the program to fit their needs and the needs of the children in their classrooms. Now, at least, a guide exists and the things that we have included we feel are important.

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Sometimes a teacher will look at a training program such as this one and say, "There is no room in it for my own creativity as a teacher." This is not the intent. Our purpose is to help the teacher gain command of a set of behaviors and skills so she can go on to create an unlimited number of learning experiences that help children in her classroom realize the best that lies within them.

The training program has been organized around the use of a Program Advisor. The Program Advisor is a local person who works with teachers and assistants in ten classrooms and develops a quality program in the local community with limited support from the Laboratory.

The Laboratory trains the Program Advisor and provides training materials for teachers and assistants. Initially, the Laboratory also provides some onsite training for teachers.

At the present time, we believe, two years of intensive training is required to obtain a high level of performance in 75% or more of the classrooms. After two years, continuous inservice training will be provided to maintain the program and train new teachers.

The outline that follows covers only the first year of training. The second year will be planned to recycle and extend the first year's training. It will be more open-ended because the teachers and Program Advisors will be setting their own priorities to a greater extent. Therefore, the training materials from the Laboratory will be organized as resource units to respond to particular problems that develop. During the first year of training, the Program Advisors will probably hold workshops each week involving all of the teachers and assistants. But, during the second year, the Program Advisors will probably meet with teachers and assistants on an individual basis. This will vary according to the Program Advisor and teachers.

The first year's training program has been organized into:

1. A series of four seminars (one two-week and three one-week sessions) plus

onsite training for Program Advisors. The seminars will be held at the Laboratory or some central location. The onsite training for Program Advisors will involve someone from the Laboratory observing teachers working with parents or school administrators and analyzing videotapes of classroom activities.

2. A four-day workshop for teachers prior to the opening of school.
3. Three twelve-week training cycles to cover the first year of training. Each cycle consists of eight units of training and provides for four weeks of time for the Program Advisors and each teacher and assistant to decide what needs to be reviewed from the previous eight weeks or what particular problems to focus on, or what activities to undertake that will expand or broaden the training. This also provides time for the teachers to meet with the psychologist, parent coordinator, social worker and nurse to discuss these services and their relationship to classroom activities and parent participation.

The inservice training is organized to relate a weekly workshop for teachers and assistants to activities in the classroom. The sequence may be altered according to the Program Advisor's and teacher's judgment of what the priorities should be, but the principles that are involved are important. They are:

1. Discuss, illustrate and/or demonstrate the understandings and skills that are involved.
2. Practice the skills or behavior in the classroom.
3. Discuss the results and then, perhaps, practice the same skills or behavior again or move on to the next unit. (Note that the twelve week cycle does not have to be eight weeks of training units followed by four weeks of review. The review can come any time that the Program Advisor and teachers desire.)

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4. Do not try to learn or practice too many different things at one time.
5. Evaluate the results and go back and practice those skills that still need improvement.

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6/3/70

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PROGRAM ADVISORS' SEMINAR

Two Weeks In June

Overview of the Program

Classroom Organization

Classroom Control

Observations of Children's Behavior

Planning

Adult Relationships

Evaluation

Parent Participation

Role of a Program Advisor
Demonstration Teaching
Use of V.T.R.

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FOUR DAY WORKSHOP AND TEACHER ACTIVITIES BEFORE SCHOOL BEGINS

Four Day Workshop Prior to School

Overview of the Program

Classroom Organization

Classroom Control

Observations of Children's Behavior

Planning

Adult Relationships

Evaluation

Parent Participation

Before School Begins

Home Visits

Organization of Room Materials

Plans for the First Week

WEEKLY WORKSHOPS AND CLASSROOM ACTIVITIES FOR TEACHERS AND ASSISTANTS

PHASE-IN WEEK

First Classroom Unit

1. Help Children Adjust To School
   - Provide name tags
   - Provide individual space with full name and photo
   - Practice calling each child by name
2. Establish Rules And Routines For Children
3. Observe Class Behavior
   - What they do and do not do
4. Establish Adult Relationship
   - Working as a team

(Check when Covered)

First Workshop For Teachers

____1. Discuss Children's Adjustment To School
____2. Discuss And Evaluate Rules And Routines
____3. Discuss Teachers Observations Of The Class
____4. Discuss Adult Relationships
____5. Discuss One Of The Activities For Children
   - Songs using children's names

____6. Discuss Specific Language For Teachers To Practice
   - Use verbs to describe action

Second Classroom Unit

1. Continue To Help Children Adjust To School
2. Post Rules And Routines For Easy Reference
3. Continue Observations Of The Class
4. Teachers Allow For Planning And Evaluation Time Together
5. Practice Using Action Words (verbs) To Describe Children's Play
6. Use Songs With Children's Names

Second Workshop For Teachers

____1. Discuss Observations Of The Class
____2. Discuss Songs Using Children's Names
____3. Discuss Use Of Specific Language To Describe Children's Actions (verbs)
____4. Discuss Planning
   - Available materials in activity areas for free exploration

____5. Discuss Use Of Classroom Control Technique
   - Anticipating Problems

__X__6. Discuss Games For Testing
   - Responsive environment test (R.E.T.)
   - Fill out child data sheets
   - Plan where to test

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Third Classroom Unit

1. Continue To Observe The Class
2. Continue To Use Songs With Children's Names
3. Continue To Use Verbs To Describe Action -- Indoors And Outdoors
4. Organize Materials To Be Available To Children
   Change during the day according to children's interests and needs
5. Practice The Classroom Control Technique - Anticipating Problems
6. Complete Child Data Sheets For Testing

Third Workshop For Teachers

____1. Discuss Planning For The Week
   A Focus--Color
   Free exploration with color during spontaneous play
   Concept Area
   Art Activities
   Manipulative Toys e.g.
   Cuisenaire rods
   Needed materials to make color lotto game
____2. Continue To Discuss Classroom Control Technique Of Anticipating Problems
   Teachers consistency of rules/limits
__X__3. Continue To Discuss Game For Testing - Responsive Environment Test (R.E.T.)
   Role play the procedures
____4. Observations Of The Class

Fourth Classroom Unit

1. Provide Experiences For Free Exploration With Color
2. Practice Anticipating Problems
   Consistency of rules/limits
3. Begin Testing With R.E.T.
   A few children a day
4. Continue Using Songs With Children's Names
5. Continue Describing Children's Action
   Indoors and Outdoors
6. Continue To Observe The Class

Fourth Workshop For Teachers

____1. Continue To Focus On Color
   Add another color -- free exploration e.g.
   Easel paints, water trays or playdough
   Make color lotto game
   Discuss color lotto #1
____2. Discuss Developing The Concept Of Size During Spontaneous Play
   Unit Blocks
   Long - Short
____3. Discuss Classroom Control Technique
   Making Positive Statements - Positive Redirection
__X__4. Review Testing
   Understanding of the procedures
____5. Discuss Use Of Volunteers In the Room

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ON SITE TRAINING FOR PROGRAM ADVISORS

Observe in three or four classrooms with a Laboratory staff member.*

Compare:

- Observations
- Evaluations
- Feedback to teachers

Observe in the remainder of the classrooms

*If the Laboratory notifies the Program Advisor that we will be visiting his area to do observations, the Program Advisor will have to postpone weekly workshop topics for one week in order to go over our observation guide and schedule (to be sent out in the Fall).

Fifth Classroom Unit

1. Provide For Free Exploration With Color
   Art Activities
   Color Lotto Game #1
2. Help To Develop The Concept Of Size
   During Spontaneous Play
   Unit Blocks
3. Make Any Needed Changes In
   Room Arrangements or Schedule
4. Continue R.E.T.
   Test children who have been absent
5. Plans For Volunteers
   How They Can Be Meaningfully Involved

Fifth Workshop For Teachers

____1. Discuss Another Specific Language Behavior
For Teachers To Practice
Speaking in complete sentences
____2. Continue To Focus On Color And Size
Color Lotto Game #2
Unit Blocks
____3. Continue To Discuss Classroom Control Technique
Making positive statements - positive redirection
____4. Review Developing Children's Language
Label cubbies/drawings
Use children's names in songs
Call children by name
X 5. Collect Tests From Teachers
____6. Discuss Observations Of Individual Children

Sixth Classroom Unit

1. Practice Speaking In Complete Sentences
2. Plan To Try Learning Episode With A Few Children
   Color Lotto Game #2
3. Continue To Develop The Concept Of Size -
   Long/Short
   Unit blocks
4. Practice Making Positive Statements --
   Positive Redirection
5. Observe Individual Children

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Sixth Workshop For Teachers

____1. Continue To Discuss Specific Language Behavior For Teachers To Practice
____2. Continue To Discuss Classroom Control Techniques
____3. Discuss Available Materials To Further Concept Of Size
  Cuisenaire Rods
____4. Introduce Another Activity To Develop Children's Language
  Name cards (with or without a language master)
____5. Discuss An Activity To Develop The Sense Of Touch--
  Identifying objects by touch--feely bags using easily identified objects
  Needed materials
____6. Continue To Discuss Observations Of Individual Children

Seventh Classroom Unit

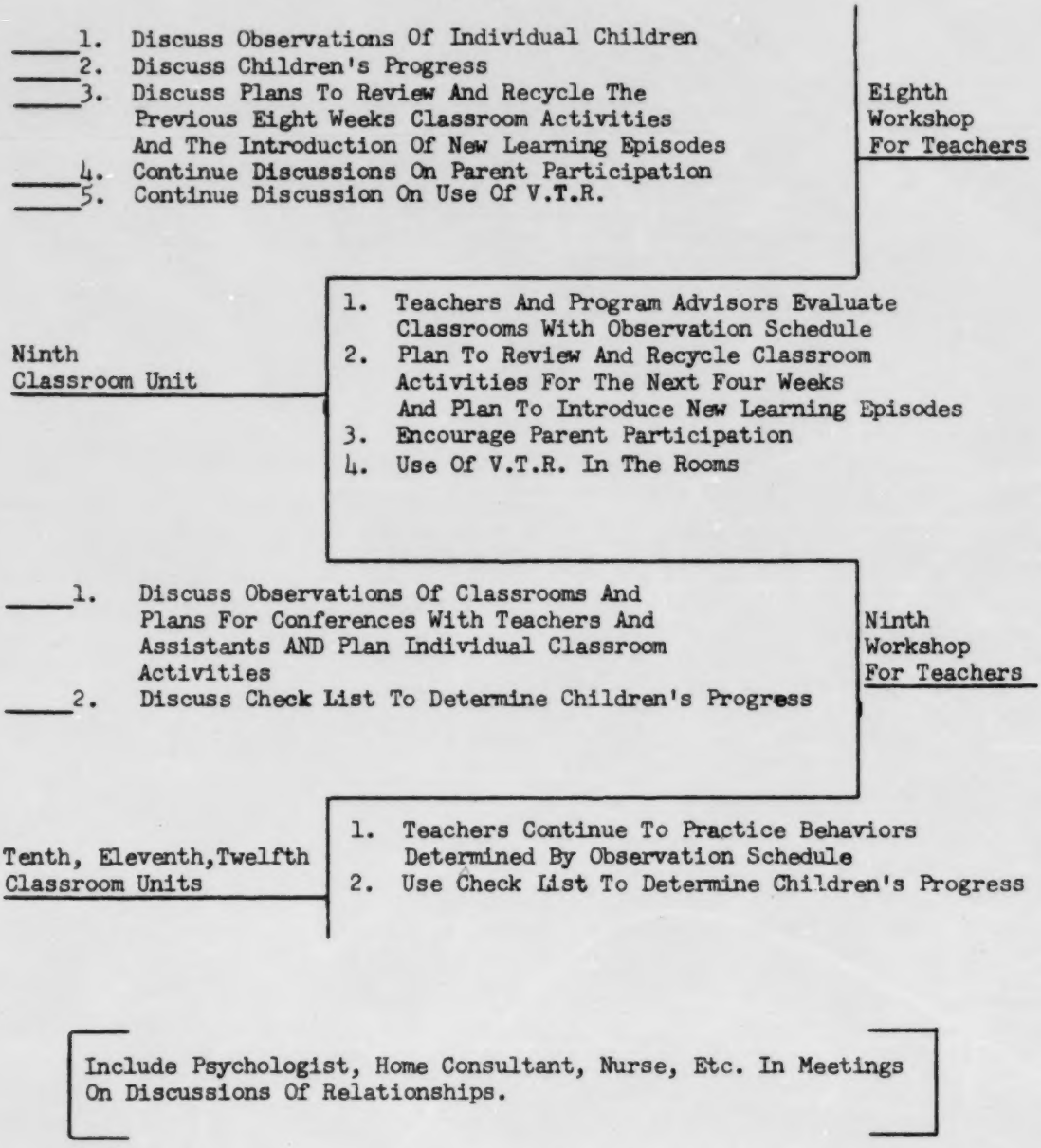
1. Practice Speaking In Complete Sentences And Using Verbs To Describe Action
2. Use Positive Redirection And Anticipation Of Problems
3. Use Cuisenaire Rods To Develop The Concept Of Size
4. Provide Cards With Children's Names
5. Plan To Gather Easily Identified Objects And Material For Feely Bags
6. Continue To Observe Individual Children

Seventh Workshop For Teachers

____1. Discuss Feely Bag Game
  Finish making the bags and role play the game
____2. Discuss Children's Language Development
  Describing actions in photographs
  Name cards
____3. Discuss Developing The Concept Of Shapes
  Free exploration during spontaneous play
____4. Discuss Parent Participation
____5. Discuss Use Of V.T.R.

Eighth Classroom Unit

1. Use Feely Bag Game With A Few Children
2. Take Photographs Of Children's Actions
3. Provide Experiences For Free Exploration With Shapes
  Concept area, art activities, manipulative toys
4. Encourage Parent Participation In The Room
5. Observe Individual Children
6. Use V.T.R. In The Rooms - Rotate Among Centers


1. Discuss Observations Of Individual Children
2. Discuss Children's Progress
3. Discuss Plans To Review And Recycle The Previous Eight Weeks Classroom Activities And The Introduction Of New Learning Episodes
4. Continue Discussions On Parent Participation
5. Continue Discussion On Use Of V.T.R.
Eighth Workshop For Teachers
Ninth Classroom Unit
1. Teachers And Program Advisors Evaluate Classrooms With Observation Schedule
2. Plan To Review And Recycle Classroom Activities For The Next Four Weeks And Plan To Introduce New Learning Episodes
3. Encourage Parent Participation
4. Use Of V.T.R. In The Rooms
1. Discuss Observations Of Classrooms And Plans For Conferences With Teachers And Assistants AND Plan Individual Classroom Activities
2. Discuss Check List To Determine Children's Progress
Ninth Workshop For Teachers
Tenth, Eleventh, Twelfth Classroom Units
1. Teachers Continue To Practice Behaviors Determined By Observation Schedule
2. Use Check List To Determine Children's Progress
Include Psychologist, Home Consultant, Nurse, Etc. In Meetings On Discussions Of Relationships.

TRAINING UNIT A - FALL

REFERENCES
TO
WEEKLY WORKSHOPS FOR TEACHERS

FIRST WORKSHOP

ESTABLISHING RULES AND ROUTINES
N.N.S. BK., Ch. 11, Pgs. 133-134
Notebook - "Classroom Management And Control"

OBSERVING CHILDREN
N.N.S. BK., Ch. 12, Pgs. 140-141, 152-154
Notebook - "Observing Children"
Class Behavior

ADULT RELATIONSHIPS
N.N.S. BK., Ch. 11, Pgs. 134-137
Notebook - "Adult Relationships"

DEVELOPING A POSITIVE SELF-IMAGE
N.N.S. BK., Ch. 3, Pgs. 25-39
Songs Using Children's Names - Booklet I *
Training Film #5

SPECIFIC TEACHER LANGUAGE TO PRACTICE
Use Specific Language To Describe Action - Booklet I
And (see next page)

SECOND WORKSHOP

PLANNING FOR FREE EXPLORATION
N.N.S. BK., Ch. 9, Pgs. 89-91
Ch. 12, Pgs. 141-142

CLASSROOM CONTROL TECHNIQUES
N.N.S. BK., Ch. 7, Pgs. 72-74
Ch. 11, Pgs. 126-134
Anticipating Problems
Notebook, "Classroom Management And Control"

GAMES FOR TESTING
Responsive Environment Test (R.E.T.)
Notebook, "Evaluation"

* See Cross Reference Index To The Booklets - Booklet V, Pgs. 45-48

SPECIFIC LANGUAGE FOR TEACHERS TO PRACTICE

USE SPECIFIC LANGUAGE TO DESCRIBE ACTION

Explanation: This behavior consists of identifying and accurately describing actions in their context as they occur. The behavior entails using verbs which accurately describe action.

Examples:

Say: "Robert skipped down the walk."
Instead of: "Robert went down the walk."

Say: "The cat is stalking the bird."
Instead of: "The cat is after the bird."

Say: "The horse is prancing."
Instead of: "The horse is running."

REFERENCES
TO
WEEKLY WORKSHOPS FOR TEACHERS

THIRD WORKSHOP

DEVELOPING CONCEPTS
Free Exploration With Color - Booklet I
Art Activities - Booklet VI
N.N.S. BK., Ch. 10, Pgs. 108-112

Concept Area
N.N.S. BK., Ch. 6, Pgs. 59-60

Color Lotto Game - Booklet I
Training Film #1

FOURTH WORKSHOP

DEVELOPING CONCEPTS
N.N.S. BK., Ch. 6, Pg. 61

Concept of Size During Spontaneous Plan - Booklet I
Unit Blocks
Long - Short

PARENT PARTICIPATION
N.N.S. BK., Ch. 11, Pgs. 136-137
Notebook, "Parent Participation"

CLASSROOM CONTROL TECHNIQUE
Making Positive Statements - Positive Redirection
(see next page)

CLASSROOM CONTROL TECHNIQUE

POSITIVE REDIRECTION
STATE DIRECTIONS IN POSITIVE TERMS

Explanation: This behavior consists of straightforward wording of statements. Make statements explicit, rather than imply what it is you expect the child to do.

AVOID vague statements.
AVOID negative forms of statements.

Examples:

Say: "Keep the clay on the table."
Instead of: "We don't put clay in our mouths do we?"

Say: "You have some blocks. You keep these and let him use the others."
Instead of: "Wouldn't you like to share your blocks with him?"

Say: "It is time to go inside."
Instead of: "Don't you think it's time to go in now?"

Say: "Hold on with both hands."
Instead of: "Be careful."

Say: "Run around the sandbox instead of through it."
Instead of: "Play nicely."

Say: "You push the table and I'll pull it."
Instead of: "Let's all help."

Say: "Walk where the sidewalk is dry."
Instead of: "Don't get wet."

Say: "Stay on the floor."
Instead of: "Don't climb on the shelves."

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4 Weeks
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REFERENCES TO WEEKLY WORKSHOPS

REFERENCES
TO
WEEKLY WORKSHOPS FOR TEACHERS

FIFTH WORKSHOP

SPECIFIC TEACHER LANGUAGE TO PRACTICE
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- (see next page)

DEVELOPING CONCEPTS COLOR/SIZE
- Color
  - Color Lotto Game #2 - Booklet I
- Size
  - Unit Blocks - Booklet I

OBSERVING CHILDREN
- Observing Individual Children
- Notebook, "Observing Children"

SIXTH WORKSHOP

DEVELOPING CHILDREN'S LANGUAGE
- N.N.S. BK., Ch. 5, Pg. 50
- Name Cards With Or Without Language Master - Booklet II
- Training Film #3

DEVELOPING SENSES AND PERCEPTIONS
- N.N.S. BK., Ch. 4, Pgs. 37-38
- Identifying Objects By Touch - Booklet I
  - Feely Bag Game

DEVELOPING THE CONCEPT OF SIZE
- Cuisenaire Rods - Booklet III

SPECIFIC LANGUAGE FOR TEACHERS TO PRACTICE

SPEAK IN COMPLETE SENTENCES

Explanation: This behavior consists of two parts. The first part refers to your delivery of speech in the classroom, that is, pronunciation and intonation. The aim is to promote clear, but natural speaking habits. The other part refers to the fact that we often speak to each other in words, or phrases rather than in complete sentences. Usually these "incomplete sentences" are abbreviated sentences with omitted part of the known to both speaker and hearer.

Examples:

In responding to the question: "What's this?"
Say: "That is a picture of a dog."
Instead of: "a dog"

In responding to the question: "Where are we going?"
Say: "We are going to the store."
Instead of: "the store"

In responding to the question: "Where is it?"
Say: "The paper is on top of the shelf."
Instead of: "over there"

REFERENCES
TO
WEEKLY WORKSHOPS FOR TEACHERS

SEVENTH WORKSHOP

DEVELOPING CHILDREN'S LANGUAGE
Children Describe Actions In Their Photographs - Booklet I

DEVELOPING CONCEPTS
Geometric Shapes - Booklet III
Free Exploration
Training Film #4

VIDEO TAPING
Discuss Use Of V.T.R.
Notebook, "References"

EIGHTH WORKSHOP

PLANNING
Review and Recycle Previous Eight Weeks Activities
And Plan To Introduce New Learning Episodes

NINTH WORKSHOP

EVALUATION
Observation Schedule
Check List To Determine Children's Progress

Appendix B
Learning Episodes
STACKING SQUARES
Game I

EQUIPMENT: One (1) Stacking Square Toy.

PURPOSE: To teach same size and not the same size.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game at any time. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Place the Stacking Toy on the floor or on a table.
2. Allow the child to play with the Stacking Toy. Watch to see if he discovers that the large squares must go on first.
3. Remove the wooden squares from the stacking post and give the child all of the 4 blue squares. Keep all of the other squares in front of you.
4. Select one of the squares in front of your and hold it up and say to your child, "Point to a square that is the same size as this square."
5. If your child chooses a square that is not the same size, hold your square close to the square the child selected and wait a few seconds, allowing the child to see the difference in size. If the child does not see the difference say, "These squares are not the same size. Point to a square that is the same size."
6. If the child chooses a square that is the same size as the square you are holding, hand your square to your child and say, "Yes, both of these squares are the same size. You may put this square on top of your square."

   Continue in this way until all the squares are matched in front of your child.

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STACKING SQUARES
Game II

EQUIPMENT: One Stacking Square Toy.

PURPOSE: (a) To teach or reinforce the learning of same color and not the same color. (b) To teach or reinforce the learning of the names red, blue, green and yellow.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game at any time. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Place the Stacking Squares on the floor or on a table.
2. Allow the child to play with the Stacking Squares for a short while.
3. Remove the squares and give the child the eight smallest squares.
4. Select one red square in front of you and say, "Point to a square that is the same color as this red square."
5. If your child points to the wrong color, say, "That color is green. Point to the red square like this one."
6. If the child points to the correct color say, "Yes, both squares are red. Put your square on top of this one."
7. Continue with the game selecting different colored squares for the child to find.

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STACKING SQUARES
Game III

EQUIPMENT: One (1) Stacking Square Toy.

PURPOSE: To help the child recognize a pattern in a group of objects (color or size) and eliminate those which do not belong in the group.

GENERAL INSTRUCTIONS:

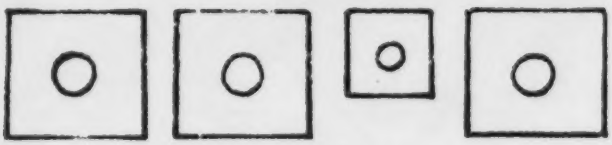
A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game at any time. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Take 3 of the largest and 1 of the smallest squares and lay them



out. Say to the child, "Which square does not belong in this group?"

2. If the child does noting, or points to one of the large squares, say, "Point to all the squares that are the same size...now point to the square that is a different size." If the child again does nothing or points to one of the large squares, pick up the smallest square and say, "This square does not belong in the group because it is small and the other squares are all large."

3. If the child points to the small square say, "Yes, that square does not belong in this group because it is small and the other squares are large."

4. Repeat the game using the other squares with 3 of the same size and one square of a different size. The game can be played using 3 squares of same color and 1 of a different color. Follow the same directions as above.

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STACKING SQUARES
Game IV

EQUIPMENT: One (1) Stacking Square Toy.

PURPOSE: To help the child see patterns and extend them.

GENERAL INSTRUCTIONS:

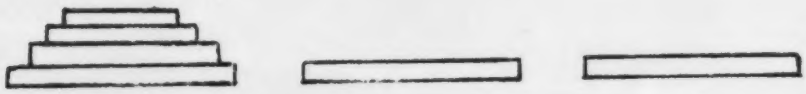
A. Ask your child only once each day if he wishes to play the game.

B. The child may change the rules of the game at any time. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Take the red squares and stack them with the largest on the bottom and the smallest on top. Then place the largest yellow, green and blue squares on the floor or table and ask the child, "Where do the other squares go?"



2. If the child does nothing or places a square in the wrong place, say, "What goes here?"(Pointing to the largest green square.) If he does nothing, stack the green squares and ask again (pointing to the largest blue square) "What goes here?" If the child does not understand, play another game dealing with pattern extension.

3. When the child understands, say,"I am going to make a new pattern," Make a stack with the largest red square, a next largest blue square, a next to the smallest red square, and the smallest blue square. Start another stack with largest blue square on the bottom and the next to largest red square on top of it and say, "What color square goes next?"

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4. If the child does not know, put on the next to the smallest blue square and then ask, "What color square goes on top?"
5. If the child does complete the second stack, say, "Do the same thing with the yellow and green squares." Give him as much time as he wants. If he makes a mistake, point to the red and blue stacks and say, "The largest square is on the bottom, then the next to the largest is next, the next to the smallest is next and the smallest is on top." If he still does not see the error make one correct stack with green and yellow and say, "You make the last stack."(he can't be wrong unless he mixes up the sizes). Say, "That's right because you have a green square, then a yellow square, and another green square, and a yellow one. Do you want to play this game again?" If he says , "Yes," change the combination of colors.

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STACKING SQUARES
Game V

EQUIPMENT: One (1) Stacking Squares Toy.

PURPOSE: To help a child see patterns and extend them.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he wishes to play the game.

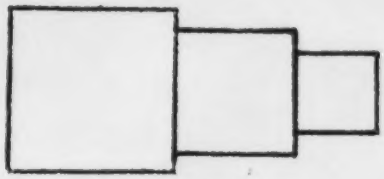
B. The child may change the rules of the game at any time. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

1. Lay out the three largest red squares side-by-side from the largest to the smallest and ask what goes next.

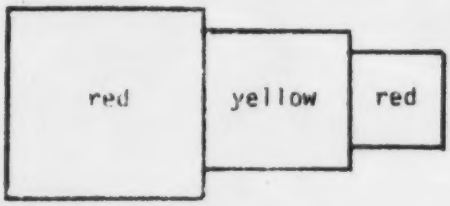
2. If the child does nothing or is wrong, lay out the smallest red square:



and say, "The smallest red square belongs here." Lay out the two largest blue squares and say, "What goes next?"

3. If the child is right say, "Can you line up the other squares the same way?"

4. Next, try the large red, yellow, red _____.



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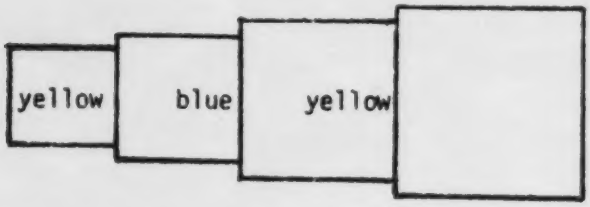
5. Next, try a small yellow, blue, yellow _____.



6. Ask the child if he can start one for you to finish.

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Appendix C
1969-70 Observation Schedule

Observer_____

Please do not try to use this observation schedule without reading the guide.

RESPONSIVE MODEL OBSERVATION SCHEDULE

Teacher_____ Date_____

Assistant_____ Number of Parents_____

Grade_____ Number of other volunteers_____

School_____ Total number of children B_____G_____

School District_____ Number of children present B_____G_____

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Interview with the Teacher

Ask the teacher to tell you about her class. As she does, ask questions to find out what her current objectives are and how she is attempting to meet them. Find out also what field trips the class has taken and what community resources are being used. Also, ask if she is specifically concerned about some children that she might want you to observe.

Diagram of Classroom (to be drawn by observer).

Section 1 Indoor Facilities: Describe existing equipment and materials in area. The basis for marking "Yes" is minimal. Refer to the guide for definitions.

	Available to Children	Check if Present but not in Use	COMMENTS:
Reading			
Eye level display shelves?			
Covers of several books visible?			
Most books are on approved lists for age of children?			
Number of books? (15-25)			
Quiet place to read?			
Blocks:			
Variety of blocks; e.g., unit, hollow, table?			
Accessible to children?			
Silhouettes on storage shelves?			
Block accessories; e.g., trucks, miniature people and animals?			
Movable blocks, boards, boxes?			
Arts:			
Facilities for display?			
Facilities for drying?			
Facilities for painting?			
Close to sink?			
Concept Formation Area:			
Eye level display?			
In traffic patterns?			
Objective is evident?			
Dramatic Play Area:			
Variety of costumes for role playing?			
Adequate storage space?			
Variety of props; i.e., mirrors, telephones, suitcases?			
Listening:			
Language Master?			
Record player?			
Tape recorder?			
Earphones?			
Responsive Toys:			
Toys accessible?			
Some puzzles visible?			
Toys uncrowded?			
Work bench, tools,and soft wood?			

For First Grade Classrooms -- Describe the indoor facilities and special areas:

Section II Classroom Control: Tally the incidents during three separate 5-minute observations at the beginning of the day, during the middle of the day, and again near the end. Observe the teacher; then observe the assistant.

	1st Obsv. Time_____ Activity__ _____	2nd Obsv. Time_____ Activity__ _____	3rd Obsv. Time_____ Activity__ _____
1. The teacher			
a. Demeans			
b. Threatens			
c. Pleads			
d. Uses strong physical force			
e. Uses mild physical force			
f. Anticipates problems			
g. Positive redirection			
h. Uses matter-of-fact statements of rules			
i. Behavior needing correction went unobserved or was ignored			
	Time:_____ Activity__ _____	Time:_____ Activity__ _____	Time:_____ Activity__ _____
2. The assistant			
a. Demeans			
b. Threatens			
c. Pleads			
d. Uses strong physical force			
e. Uses mild physical force			
f. Anticipates problems			
g. Positive redirection			
h. Uses matter-of-fact statements of rules			
i. Behavior needing correction went unobserved or was ignored			

COMMENTS:

Section III Child Teacher Relationship in a Learning Situation: Observe the teacher for four 5-minute periods: twice during free choice time, once during a learning episode and once during group time. Then observe the assistant.

	TALLY			
	First Free Choice Time:	Second Free Choice Time:	Learning Episode Time:	Large Group Time Time:
1. The teacher:				
a. Allows for discovery learning				
b. Responds to child verbally				
c. Responds to child non-verbally				
d. Asks relevant questions				
e. Asks irrelevant questions				
f. Initiates conversation				
g. Interrupts and directs				
h. Offers choices of activities				
i. Uses spontaneous activities for teaching				
2. The assistant:	Time:____	Time:____	Time:____	Time:____
a. Allows for discovery learning				
b. Responds to child verbally				
c. Responds to child non-verbally				
d. Ask relevant questions				
e. Asks irrelevant questions				
f. Initiates conversation				
g. Interrupts and directs				
h. Offers choices of activities				
i. Uses spontaneous activities for teaching				

COMMENTS:

During a learning episode and large group time Was there evidence that the teacher:	Learning Episode		Large Group Time	
	Yes	No	Yes	No
1. Allowed children to choose to come?				
2. Did not allow children to choose to come?				
After the learning episode started, was there evidence that the teacher:				
3. Allowed children to leave?				
4. Did not allow children to leave?				

5. Circle the number of times the teacher had to interrupt the episode or group time to correct a child.

(1) 0 times (2) 1 time (3) 2 times (4) 3 times (5) 4 or more times

Section IV Planning	Check if Yes
a. Is there a plan or schedule visible?	
b. Did adults organize needed materials before school; e.g., paints, responsive toys, tapes, records?	
c. Did adults change materials during the day according to children's needs and interests?	
d. Is there evidence that available materials in the room have been chosen to further certain concepts?	
e. Did the staff provide opportunities for children's discovery of concepts?	
f. Is there evidence that the staff plans for meeting the needs of individual children?	
g. Are parents involved in the teaching-learning process?	

Section V General Questions

1. How long did you observe?_____

2. Circle the percentage of time the teacher spent with individual children or small groups of children.

(1)	(2)	(3)	(4)	(5)
0-24%	25-49%	50-74%	75-90%	100%

3. Circle the percentage of time the assistant spent with individuals or small groups.

(1)	(2)	(3)	(4)	(5)
0-24%	25-49%	50-74%	75-90%	100%

4. Circle the percentage of time parents or volunteers spent with individuals or small groups.

(1)	(2)	(3)	(4)	(5)
0-24%	25-49%	50-74%	75-90%	100%

Appendix C: Part 2

GUIDE FOR USING THE RESPONSIVE MODEL OBSERVATION SCHEDULE

This document is not a working description of the Responsive Model.

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Draft IV - 8/29/69

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Introduction

Our observation schedule has one major purpose: to obtain reliable information about classrooms using the Responsive Model Head Start or Follow Through program. While information obtained should be useful for in-service education of teachers, the primary purpose is to describe critical teacher and assistant behavior and critical characteristics of classrooms.

However, try not to read some notion of right or wrong or good or bad into the characteristics or behaviors we ask you to look for. We do not want you to say that a behavior is "good" or "bad." We want observers merely to record classroom characteristics and behaviors.

Whether an observation records something "good" or "bad" - or some place on a "goodness-badness" scale - is a matter of interpretation. To so interpret is to evaluate and this requires considerably more knowledge of the Responsive Model than can be found in this guide.

Procedures

Arrive no later than 30 minutes before class time and interview the teacher. You may also be able to complete the classroom diagram except for traffic patterns.

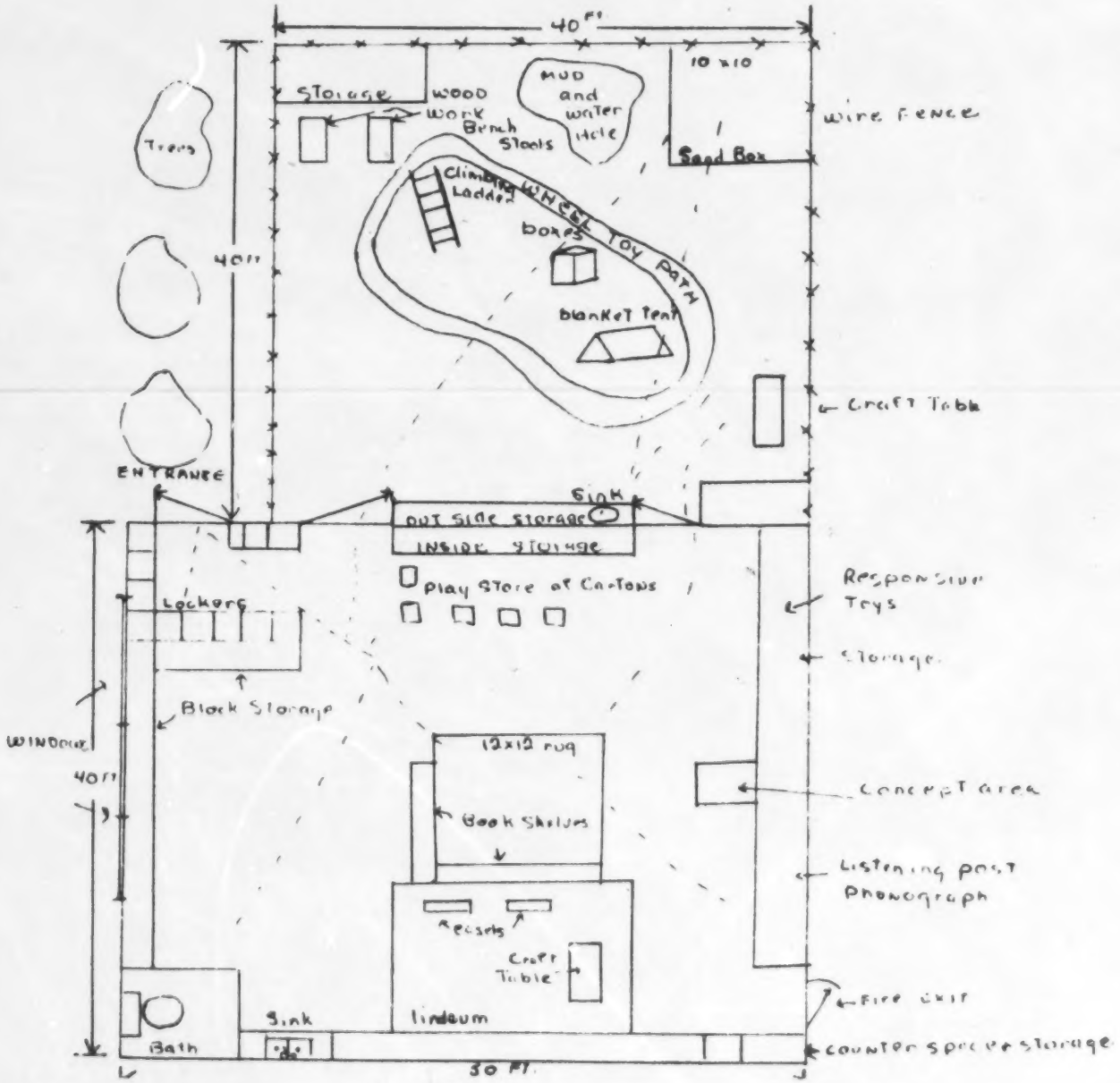
As soon as class begins, make classroom control observations of teacher and assistant. Then make child-teacher interaction observations of teacher and assistant. If a learning episode or large group time occurs, make those observations. Make other observations between the 14 required five-minute observations. However, take only necessary notes in the classroom and complete the schedule after class.

It is important that every question is answered, every item checked. Space is provided for comments and qualifications.

If at all possible, make two copies of the completed schedule, one copy goes to the Far West Laboratory, the other to the Program Advisor.

Classroom Diagram (Can be completed after school)

Draw this floor plan in as much detail as possible, labeling everything. Allow space for the yard or show the yard on the other side of this page. Show what equipment they have and what ground cover is used (asphalt, concrete, dirt, grass). Room dimensions are important as well as traffic patterns. Indicate traffic patterns with light dotted lines. Mark doors to the outside area. Shade carpeted areas. Here is an example



Section I A Indoor Facilities

This page of the schedule (page 3) attempts to condense the information appropriate for Responsive Environment facilities into 28 yes/no questions. Make no effort to judge the quality of usage, just show whether the characteristics exist. If not, and you have some knowledge of why not; for example, lack of money, inadequate or limited space, etc., indicate this under "Comments."

The following guidelines should help you make these observations:

Reading Area

Several (6-12) books should be displayed at children's eye level so they can see the covers. From 15-25 books from the Head Start book lists or Follow Through lists should be available to the children.

A quiet place to read. This can be a table and chairs for one to four or five children and/or carpeted area in a corner with cushions for a few children. Answer this item "Yes" if the area is relatively quiet and secluded, i.e., not next to naturally noisy activities nor in the traffic pattern.

Blocks

Variety of blocks. A variety of blocks exists if there is a basic set of unit blocks supplemented by one or more of the following: table blocks, wooden or cardboard hollow blocks, planks or boards for making incline planes, or outdoor blocks. Mark "yes" if there are movable blocks, boards, and boxes.

The basic set should include some accessories such as family figures, animals, cars, and trucks, etc.

Art

Art display space should include wall space or a bulletin board for four or five pictures at children's eye level and a shelf or table for a few objects. The art display space can be anywhere in the room.

Concept Formation Area

"In the traffic pattern" means that it is located where children pass by it frequently in contrast to the reading area which should be "out of the traffic pattern." If the objective is clear to you, mark "Yes."

Dramatic Play Area

A dramatic play area may be a formal, commercial play-house, puppet theater or the like or an informal arrangement of boxes, boards and tables. The crucial element is a place or places for playing with props, costumes, puppets, etc.

If a dramatic play area exists, all props, costumes, puppets, etc. should have adequate display and storage space and be easy for children to get and to put back. Whether the props are for housekeeping, playing store, post office, cafe, etc., they should be accessible. Comments should include whether there are silhouettes to guide children to put away materials.

Listening Area

A listening area can include a tape recorder, language master, record player or radio. Note how the equipment is being used; for example, earphones make the devices more individualized and less distracting to listeners and others.

Responsive Toys

Toys are accessible if a child can see and reach them. Some puzzles should be visible so the child can see their entire surface. Others may be stored in shelves or wire racks. The workbench must be equipped with supplies of nails and soft wood and child-sized tools. Mark "Yes" only if all the above characteristics are present and the workbench is out of the outside traffic pattern.

Section II Classroom Control

Observe and tally teacher behaviors for a 5-minute interval at the beginning, middle, and end of the day. Indicate the time of the observation and the activity (free choice, learning episode, or large group time). After observing the teacher, then observe the assistant in the same way. Observe only the classroom control! Ignore other observations.

a. "Demeaning" refers to any adult behavior toward a child that is destructive to that child's feelings about himself. Some examples of demeaning statements are comments like these: "Shame on you; you know better than that." "That's not nice." "We don't spit on the floor." "You're not thinking; shy don't you think?" "You're not listening." Sometimes the tone of the teacher's voice is demeaning. Sarcasm is always demeaning.

b. "Threatening" would include statements such as "If you don't behave, you can't go on the field trip." "If you don't finish this, you can't go out for recess."

c. Pleads: The teacher pleads when she says such things, as, "Please do it for Miss Smith," or "Now be nice and do it for me," or "Children, let's please all stop throwing sand." Of course, the judgment that the teacher is pleading is based on the tone or delivery of such statements. The teacher is not pleading when her delivery or tone of voice is matter-of-fact such as "Please play with the sand," perhaps followed up by "If you throw sand, you cannot play in the sandbox."

d. Strong physical force: The distinction between mild and strong physical force is a matter of judgment. Generally, simply taking a child by the hand or arm is mild. It becomes strong if the teacher exerts some force to move the child or shake him. Grabbing or picking up a child to remove him because he is creating a problem is strong physical force.

e. Mild physical force: The teacher uses mild physical force when she takes a child by the hand or arm to avoid a problem or to intervene in a problem. If a teacher or assistant takes a child by the hand simply to show him something or to type, it is not mild physical force.

f. Anticipating problems: The teacher anticipates problems when:

1) She offers a game or toy to a child who is restless or moving aimlessly through the room;

2) She sees possible conflict between two children and suggests that one of them play elsewhere or helps them share; or

3) She moves closer to the place where a conflict may arise.

g. Positive redirection: When a problem happens, it is too late to anticipate. Positive redirection occurs when an adult handles a problem by helping a child or children to find another more constructive interest or outlet. For example, the teacher uses positive redirection when she says:

(1) "Jesse is playing with the game; I'll tell you when you can have your turn."

(2) "John, go play with the blocks or paints; there are too many others playing here right now."

(3) "Mary, let Ann finish the puzzle; you can try this one."

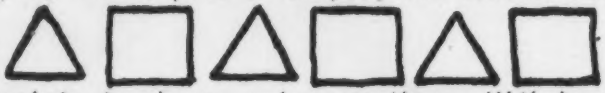
h. Using matter-of-fact statements to correct a child or state a rule. Examples are: "Keep the clay on the table," "Walk in the room," "Play with the sand," or "If you throw sand, you cannot play in the sand box."

i. Behavior needing correction went unobserved or was ignored by the teacher or assistant. Tally this when a problem occurs but the teacher or assistant ignores

Section III Child-Teacher Relationship

As in the observation of classroom control, observe for five-minute periods during free choice time, a small group learning episode, and a large group time. Observe only for child-teacher interactions.

a. Allows for discovery learning -- After posing a problem or asking a question, the teacher or assistant waits for the child to solve the problem or answer the question. If the child errs or does not answer within a reasonable time, one or more hints are given instead of the solution or answer. After each hint -- which should range from weak to strong -- the teacher waits for the child to respond. Only as a last resort, does she supply the solution or the answer. Some questions might be left unanswered, permitting the child to explore more on his own.

For example, from a pile of shapes, the teacher has made this pattern on the floor: 
In order she points to shapes and names them. With her finger pointing to the space after the last shape, she asks, "What shape comes next?" After 15 seconds, the child has done nothing. She then selects a triangle, square, circle and rectangle from the pile, shows them to the child and asks, "Which of these shapes is next?'

After 10 seconds, the child has still failed to answer. The teacher now shows the child a triangle and a square and asks, "One of these shapes comes next. Which one is it?"

If the child still fails to respond, a yes/no question would be a strong hint. For example, holding up the triangle and asking, "Does the triangle come next?" If he still answers incorrectly or fails to respond, show him that the triangle does come next.

b. Responds to a child verbally -- The teacher (or assistant) allows children to determine the way a game is played or a toy is used. For example, the teacher wants to use blocks to teach longer and longest. The child wants to play higher and highest. The teacher changes to higher and highest. The teacher (or assistant) also answers a child's question, responds to a child's statement, or responds to an action; e.g., by naming colors or shapes as the child takes objects from a box or pile.

c. Responds to a child non-verbally -- Attends to child, listens, nods, smiles, hugs, or laughs in response to his actions.

d. Asks relevant questions -- A relevant question is one that is clearly based on the context of what the child is doing. It is a contextual, responsive question. For example:

"You have a high stack of blocks, Marie. How many blocks are in your stack?"

Susan is painting and the teacher notices she has an empty paint jar. "Susan, would you like more red paint?"

A teacher is sitting beside the block area with some boys who are not sure of size relationships. She says to one, "Jackie, you are using short blocks. Would you like to use some long blocks, too?"

Six boys are building a tent. The teacher helps and may ask: "Do you think the tent is high Gary?" "Do you think you need another long rope or will a short piece of rope do it?" "How many ends of your tent do you need to tie down, Frank?"

General questions such as "Is your mother picking you up?" or "Do you want your sweater?" can also be relevant.

e. Irrelevant questions are questions "out of the blue" or non-responsive. For example, "What color is your shirt?" or "Can you see a circle?" when there is no natural context for such questions. Such questions as "Don't you like Mary Anne's pretty picture?" are contextual but irrelevant because there is not a request for information but an implied demand for confirmation of the teacher's judgment.

f. Initiates conversations. Does the teacher or assistant start or attempt to start a conversation? She may make a statement, "I see you have a new shirt, Gil," or ask a question "I'm glad to see you back, Patti. Are you feeling better?" If it's not clear that the child began the conversation, tally it as teacher-initiated.

g. Interrupts and directs: A teacher does this when a child is involved in an activity and she directs him to another or tells him to do something without giving him any alternatives. For example, some boys are building towers with blocks and knocking the towers over. They are interrupted and told: "Don and Nick, it's your turn to play with the clay," or "It's time to play with the clay." Do not tally this unless both conditions are present - the teacher interrupts and directs.

h. Offers choices - The teacher offers choices when she says, "Do you want to go outside with the group?" (The child, of course, has a real choice. He may or may not go outside.) "Would you like to finish your book?" "If you want juice, you will have to get it now," or "Would you like to play with the puzzle or the pegboard?"

i. Uses spontaneous activities for teaching children; e.g., as they climb up bars the teacher uses appropriate language: "Max is climbing higher and higher. Now he jumps down"; or while a child is playing with a puzzle, the teacher asks the child to close her eyes,

takes out a piece and asks the child, "What piece is missing?"

"You have a tall tower of blocks; let's count how many blocks you have."

B. During a Learning Episode or Group Time

Evidence that a child has a choice can come from something the teacher says or the child's choosing not to come or to leave and being allowed to do so.

A learning episode is a goal-directed learning experience that the teacher or assistant has planned for one child or a small group of children.

A large group activity is a goal-directed learning experience that the teacher has planned for all of the children even though she may not require all children to take part.

Indicate yes or no if it was EVIDENT to you that:

1. Children could choose to come; i.e., the teacher asked a child if he would like to join her;
2. Children did not have a choice; i.e., the adults said to all the children, "Come now, it's time for singing," and it was clear that every child was expected to come.
3. Children were free to leave; e.g., one or more children actually left.
4. Children were not free to leave; i.e., an adult statement or behavior indicated this as: "Sammy, sit still and be quiet until the story is over."

Section IV Planning

a. Is there a visible schedule or plan? Do you understand the goals for that day or week? Did the teacher explain her objectives to you during the initial interview?

b. Did the adults get equipment and materials ready before the children arrived?

c. Did the teacher or assistant change the planned activities during the day to better meet the needs of the children or to anticipate problems? For example, if children are not playing with puzzles or doing the art activity, the teacher brings out a different set of puzzles or changes the art activities.

d. Is there evidence that some of the materials and activities in the room have been chosen to further the concepts emphasized in the posted plans or by the teacher in the initial interview? For example, the concept formation area is focused on relational concepts -- specifically on opposites. The objective is to provide experiences of contrasting conditions with the words for the conditions. The concept formation area has a pan with warm water, a pan with cold water and a hand towel. Next to the pans are two cloths -- one wet, one dry. Large, child-made snow flakes are on one half the bulletin board or near pictures of ice and snow with the caption "cold." The other half of the board uses warmer colors and the word "hot." There is a child-made sun, a magazine picture of people sunbathing, and a picture of a pot bubbling on a stove.

e. Is the staff providing opportunities for children to discover and explore the concepts? For example, are materials out and available and can a child experiment with them as much as he likes? Also, is adult assistance available to respond to children and ask relevant questions?

f. Is there evidence that the staff plans for meeting the needs of individual children? For example, before or after class the adults may discuss the problems of a particular child and how they expect to cope with them. Reminders about particular children may be posted with the plans.

g. Is there evidence that parents are actively involved in the teaching-learning process? If parents are conducting learning episodes, responding to children's activities, reading stories, etc., mark "Yes."

Section V Page 8 General Questions

Use the following table to estimate percentage of time spent with small groups or individuals.

Percentage of Time	3 hour day	3 1/2 hours	4 hours	4 1/2 hours
25%	45 minutes	50 minutes	1 hour	70 minutes
50%	1 1/2 hours	100 minutes	2 hours	2 1/4 hours
75%	2 hours +	2 1/2 hours	3 hours	3 hours +

To determine the time the teacher assistant or parents and volunteers spend in a teaching-learning situation, count any time they try to provide a spontaneous or planned learning experience for a child. Also see the sections in the guide on child-teacher relationships.

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When you are finished, reread your schedule and make any comments you wish. Remember, this schedule is an attempt to obtain reliable information about classrooms that use the Responsive Environment Model of the Far West Laboratory for Educational Research and Development. The information will be used to evaluate the effectiveness and content of the training program for Program Assistants or Advisors.

8/29/69: VJC/jw

Appendix C: Part 3

RESPONSIVE MODEL OBSERVATION SCHEDULE

Teacher _____ District _____

CLASSROOM CONTROL

Teacher

Weight	Item	Raw	Weighted Score
4	a		
3	b		
3	c		
3	d		
2	e		
1	f		
1	g		
1	h		
TOTAL			

Assistant

Weight	Item	Raw	Weighted Score
4	a		
3	b		
3	c		
3	d		
2	e		
1	f		
1	g		
1	h		
TOTAL			

TEACHER/CHILD RELATIONSHIPS

Teacher

Column 1 & 2				Column 3				Column 4			
Weight	Item	Raw	Weighted Score	Weight	Item	Raw	Weighted Score	Weight	Item	Raw	Weighted Score
7	a			7	a			7	a		
4	b			4	b			4	b		
4	c			4	c			4	c		
5	d			5	d			5	d		
1	e			1	e			1	e		
3	f			3	f			3	f		
2	g			2	g			2	g		
5	h			5	h			5	h		
7	i			7	i			7	i		
TOTAL				TOTAL				TOTAL			

Assistant

Column 1 & 2				Column 3				Column 4			
Weight	Item	Raw	Weighted Score	Weight	Item	Raw	Weighted Score	Weight	Item	Raw	Weighted Score
7	a			7	a			7	a		
4	b			4	b			4	b		
4	c			4	c			4	c		
5	d			5	d			5	d		
1	e			1	e			1	e		
3	f			3	f			3	f		
2	g			2	g			2	g		
5	h			5	h			5	h		
7	i			7	i			7	i		
TOTAL				TOTAL				TOTAL			

TOTALS

Item	Raw	Weighted Scores
Classroom Control: Teacher		
Classroom Control: Assistant		
TOTAL CLASSROOM CONTROL		
Teacher/Child Relationship Teacher: Column 1 and 2		
Teacher/Child Relationship Teacher: Column 3		
Teacher/Child Relationship Teacher: Column 4		
TOTAL TEACHER/CHILD RELATIONSHIP Teacher		
Teacher/Child Relationship Assistant Column 1 and 2		
Teacher/Child Relationship Assistant: Column 3		
Teacher/Child Relationship Assistant: Column 4		
TOTAL TEACHER/CHILD RELATIONSHIP Assistant		
TOTAL Teacher/Child Relationship Teacher and Assistant: Column 1 and 2		
TOTAL Teacher/Child Relationship Teacher and Assistant: Column 3		
TOTAL Teacher/Child Relationship Teacher and Assistant: Column 4		
TOTAL Teacher/Child Relationship CLASS TOTAL		
Learning Episode and Large Group Time		
Interruptions		
Planning		
% Teacher Time in Small Groups		
% Assistant Time in Small Groups		

Observer _____

Date of observation _____

:bls
2/4/69